



St John with St Michael/ CE Primary School



Behaviour policy

Statement of Intent

All children will be valued as equals within our school community.

We recognise that all children have individual rights which we will strive to meet during their education. Through a consistency of approach and language we will endeavour to achieve a caring, sharing, Christian Ethos with the opportunity for success for all.

'Every child has the right to learn and every teacher has the right to teach in a secure and positive environment.'

Aims

Children should have the opportunity to experience success and fulfil their potential in all areas. We aim to:

- i. Provide a positive ethos which encourages all members of the school community to foster a respect for themselves, other members of the school community and the values of society
- ii. Provide opportunities within which children will feel valued and respected in a Christian, caring environment.
- iii. Develop in children a caring, mutual, respectful attitude towards their work, peers, all other people and the environment.
- iv. Develop a consistent whole school approach to behaviour.
- v. Provide within every class clear staff expectations of children's behaviour and develop opportunities to promote good behaviour and manage inappropriate behaviour effectively.

Objectives

1. To ensure a shared understanding of the principles of behaviour management and consistent school practice through a planned whole school staff development programme.
2. To raise self-esteem and teach positive behaviour through the organisation, content and delivery of the curriculum.
3. To ensure continuity and progression with regard to pupils having responsibility for their own learning and opportunities to exercise independence, self-discipline and respect and responsibility for others.

4. To prevent and manage effectively incidents of bullying, racism and sexism if and when they occur.

Children

The staff at St John with St Michael C of E School will plan opportunities and experiences for children to develop responsibility and a positive Christian attitude towards each other and their environment. The school recognises the need for children to observe a code of conduct, developed with them, to support an orderly community that has a respect for every individual in it. At St John with St Michael C of E Primary School we will strive to develop in children responsible attitudes and behaviour, in particular:

- awareness that they are attending a school with a Christian ethos that is at the centre of our everyday life
- a positive esteem through pride in their own behaviour
- follow the rules of the school
- follow the class rules
- speak appropriately to different groups
- respect adults and peers in the school and the community
- accept decisions from those in authority
- produce their best work
- listen and help
- control their physical actions
- accept their peers being caring and sharing to all
- take care of themselves
- move around the school at all times in a calm, responsible manner.

Role of Parents

Parents have an essential and important part to play in helping to implement the behaviour policy of the school. The partnership between parents and school will be used to achieve the effectiveness of the policy.

Parents will be encouraged to be involved in supporting individual behaviour programmes and the school in managing their child's behaviour e.g. assessment, reinforcement of agreed targets, contributing to agreed rewards and sanctions and evaluating progress. There will be an opportunity, through an appointment, for parents to raise concerns with any member of staff. Appointments will be made between 9.00am and 5pm when these are required to take place.

Parents have an extremely important part to play in the implementation of this policy. Parents will be informed on a weekly basis on a home/school slip of any incidents that have happened during the school week. It is hoped that parents and school will work together in the best interest of the child and the education of all children in the school. This may mean developing a behaviour programme for an individual child.

Responsibilities of Staff

All staff are committed to seeking to apply the principles of behaviour management with consistency and fairness. They recognise the need to promote outstanding behaviour in all aspects of planning and delivering the curriculum. They will observe and apply the principles of this policy, underpinning the development of positive behaviour and effective management of negative behaviour.

Staffing Structure

The school's designated persons with responsibility for behaviour and discipline are Mrs K Thomas Headteacher and Mrs K Garner Deputy Head
Governors for responsibility of behaviour:

Mr G Entwistle g.entwistle@sjsm.lancs.sch.uk

Mr D Sims d.sims@sjsm.lancs.sch.uk

The school's designated Special Educational Needs Governor: Mrs A Elmer

In-Service Training Programme

The School recognises the importance of regular In-service Training (INSET) for staff in this area of behaviour and discipline in order to develop a whole school approach that provides consistency in quality provision.

Behaviour and discipline will be involved in all INSET training in respect of meeting the needs of the children.

During the initial training day at the beginning of each academic year behaviour and discipline will be on the agenda. The main aim of this will be to reinforce:

- We will have a consistent approach for applying rewards and sanctions in school.
- Consistency across the school of high expectations of pupil's behaviour.
- Consistency in targeted use of praise within the whole school approach.

"Consistency and acceptance is the key to change"

Admission Arrangements

At St John with St Michael C of E Primary School we welcome all children with any previous behaviour problems. This is providing the provision they require is accessible at the school and meets with the efficient education of all children and the efficient use of resources as specified within legal requirements. The special educational needs co-ordinator is responsible for ensuring relevant information is gathered prior to admission to the school.

If a child from outside the Borough is admitted with a Statement of Special Educational Needs specific to behaviour then the SEN office will be informed and a meeting arranged at the school. A Local Education Authority delegate, Parents and the Head teacher will attend this.

Principles of Good Practice

- Praise and rewards change attitude and behaviour, sanctions are also needed to support the ever changing world!
- Praise and rewards should outweigh sanctions on a ratio of 3:1.
- Provide the attention for behaviour that is wanted; reduce attention to a minimum for unwanted behaviour.
- Changing attitudes and patterns of behaviour takes time and a high level of consistency in applying the principles.
- Manage behaviour with calm matter-of-fact control.
- The school rules should be reviewed regularly and displayed throughout the school. These are reviewed with the children every year.
- Each class will have positive rules (i.e. things which the children will do, not what they won't do) which will be clearly displayed.
- Children should be encouraged to behave in a responsible manner and where possible be given extra responsibilities.
- Children should be rewarded for excellent behaviour.

Rewards and Sanctions

Rewards

- Children will be praised for good behaviour and work.
- Children behaving appropriately will be used as an example for other children.
- Classes record incidents in a yellow class behaviour book.

- Children who achieve rewards on the silver and gold traffic light reward chart will be given 'Big Bucks' to collect throughout the term. These rewards are then traded in at the schools 'Big Buck' party at the end of each half term.
- Headteacher rewards are given with specific curriculum and achievement focuses.
- Each child is a member of a house team and challenges and team activities may develop further rewards.

Traffic light System

The 'Traffic Light' behaviour strategy is used in school. Each Class from Nursery to Class 4 have a Traffic light display board in each classroom displaying the children's names.

All children will begin on the Green traffic light each day as a positive starting point unless they achieved a move to silver (which shows great effort during the school day) and they will stay on this colour until an action/ sanction is given for inappropriate conduct of behaviour.

Green Light: Children are expected to achieve this green light level at all times during the school week. They will be able to attend the 'Big bucks' party at the end of each half term.

Silver: Those on silver will be rewarded with 'Big bucks' to collect to spend at the big buck party at the end of each half term. Children are showing exemplary behaviour or achievement.

Gold: Gains maximum of 2 bucks within the week. The child who achieves a stay on gold has shown exemplary behaviour and portrays outstanding effort at all times during lessons.

Amber Light (children who are causing low level disruption will achieve this light, they will be given 3 warnings before they are moved to the amber light). They will begin a new school day on the green light but their amber mark will be recorded in the class behaviour book. Parents will be informed by text if their child has received an amber mark. Three amber marks will result in a meeting with parents and the child will be given a behaviour chart to target their individual needs. Children who receive 3 ambers in any half term will not be able to attend the 'Big bucks party'

Red Light- Those children who cannot adhere to the class and school rules and who move to the Red light will be automatically excluded from the 'Big Bucks party' and any other reward activities at the discretion of the Headteacher and Senior Leadership team, in conjunction with the Governors support. The decision of the Headteacher and Governors is final. Any form of physical and verbal abuse directed at other pupils or members of staff will not be tolerated and will receive an automatic red light. The Governors and Headteacher will have the right to exclude any child from activities if behaviour is deemed not acceptable.

Superstar trips: These are day trips which will occur once every term and children will be selected for a specific target, with the amount of silver and gold stars also being taken into account. Targets will relate to the schools development plan.

Nursery EYFS bike day- If a child is on amber or red at any point during the school week then their sanction will mean that they cannot use the bikes on Friday reward day.

Reflection group: If a child receives an amber or red card then they will attend a reflection group. This will help the child talk and reflect about their actions and find positive ways to overcome the problem.

Rewards and Sanctions continued

Sanctions

If a child is exhibiting inappropriate behaviour the member of the staff must consider the nature of the behaviour. If the behaviour is deemed to be inappropriate and a clear disregard for school rules then the following sanctions will be carried out:

- The child will be removed from the classroom if the child exhibits low level disruption to others and will be supported by a member of staff to complete their school work in a quiet area away from the class.
- If persistent low level disruption continues then children will have an in house $\frac{1}{2}$ day exclusion. Children will be supervised by a member of the SLT team for this
- Continued record of poor behaviour will then result in a Governors committee meeting and further action will be taken, which may include a temporary or permanent exclusion from school.

Policy for Lunchtime supervision

Statement of Intent

It is assumed that the children's behaviour over lunchtimes will be the same high standard as at other times of the day. The children are expected to treat the lunchtime supervisors with the same respect they show to other staff in school. Sanctions at lunch time will be separated from the traffic light system. A member of staff on duty will supervise children who demonstrate inappropriate behaviour at lunch time. All incidents will be recorded in a lunch time book.

Bullying or Racism

All behaviour involving bullying or racism will not be tolerated. The child/children involved will immediately be sent to the Head teacher and a record of the incident will be kept in the appropriate file. If a subsequent incident occurs within the half term the child's parents will be contacted. On occasions bullying may be of a particularly vicious nature. On these occasions the child's parents will be contacted immediately. Governors hold a record of bullying and racist incidents.

Procedures for Exclusion

In extreme cases it may be necessary to exclude a pupil for a specified time or permanently.

Persistent Low level disruption will also be taken seriously. Children will be removed from the classroom in this case and will be supervised in another quiet area to allow the other children in the class to continue with their education.

It is only the Head teacher under the guidance of monitoring behaviour records with the Governors who has the power to exclude a pupil.

The Head teacher will follow the procedures as outlined in guidance produced from Lancashire County Council.

The parents must be informed of the reason why the child has been excluded from school. When exclusion occurs the Head teacher will inform the Governing Body and the LEA of the decision and the reason for excluding the pupil.

SAS and Breakfast club exclusion: We reserve the right to exclude children from the schools extended services provision. Incidents are recorded in a behaviour book and physical and verbal actions against other pupil's or staff are taken seriously and may result in a child being suspended for 1 week initially and then if the inappropriate behaviour continues may lead to a permanent exclusion from the club.

Individual Pupils with Behavioural Needs

Every effort will be made by staff to meet the needs of any children with behavioural difficulties or needs. Individual needs will be addressed by following the five-stage procedure laid out in the Code of Practice, 1993 Education Act.

Initial Concern

Teacher alerts the Special Educational Needs Co-ordinator (SENCO) Mrs G Roberts of any concerns and completes a behaviour environment checklist, behaviour in context and expression of concern sheet (See Appendix). The sheets will then be studied for any obvious areas for development. The class teacher will address these.

The SENCO will use all of this information to assist the teacher and the child in developing a behaviour programme.

Application for an individual EHC plan

Formal assessment procedures will be instigated at this stage.

Parents will be consulted at every stage of the procedure and will be encouraged to be closely involved in the rewards/sanctions procedures included in the Individual behaviour programme.

For further details see Mrs G Roberts and consult the policy for Special Educational Needs documents.

Evaluation / Success Criteria

Each half term the Head teacher will collect in the behaviour record books for every class. Teachers will send home a weekly record slip to those parents whose child has had any recorded incidents during the school week and a copy of these will be sent to the Head and SLT team weekly.

Every half term the Head teacher or Deputy Head teacher and SLT team will analyse the sheets for any recurring children being sanctioned in the classroom. Any recorded incidents will be reported to the Curriculum Committee and assessed by Governors termly.

If children are given a short term behaviour plan this can only be used as a temporary measure to assess behaviour over a short period of time. If this is required on a more permanent basis and does not deem to be successful then the school will seek further support from outside agencies and will make pupil referrals to CAHMS for supporting children with behavioural and mental difficulties.

Review of the Policy

The success of the policy will be reviewed each year in a meeting with the whole staff team and with the consultation and approval of the full governing body.

At the meeting staff will have the opportunity to comment on the policy and suggest changes. Any changes to the policy agreed by the staff will be implemented immediately, and parents informed in the first newsletter of the new term.

A more formal review of the policy will occur alternate years alongside the Home-school Agreement review. Parents, governors and staff will be involved in this review.

Review of policy: 22nd February 2016

Next review: 2017