



St John with St Michael CE Primary School



Behaviour policy

Statement of Principles

Our code is based on our school's Christian values of forgiveness and respect. Our aim is that all children should be able to achieve their potential in a safe and happy environment. They will acquire the self-discipline that will make them good citizens of the future, able to lead fulfilling and satisfying lives. We expect our children to develop high personal standards and moral values, through a sense of responsibility and a respect for others.

The message we communicate to everyone in our school is,

"We own our own behaviour and it is our choice how we choose to behave."

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 adults, resources 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 throughout the school.
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.

School Rules

There is one set of rules that is used throughout the school. They are clearly visible in every classroom and central areas. All children are taught the rules and to understand the importance of following them to create a safe and happy environment. They are referred to at the start of every half term by teachers and during whole school assemblies.

I will respect everyone and everything at our school.
I will walk calmly and sensibly everywhere
I will keep my hands, feet and objects to myself
I will be honest and speak the truth
I will listen carefully and always do my best
I will take responsibility for my own actions
I will let teachers teach and other children learn.
I will do as I am asked.

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 and classroom
- respect ALL adults and peers in the school and the community
- Children stop to let adults through doors and corridors

- accept decisions from those in authority
- produce their best work
- listen and help
- accept their peers being caring and sharing to all
- move around the school at all times in a calm, responsible manner including break times and lunch.
- Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to make them realise that they own their own behaviour and they choose how to behave.

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 enhance 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.

Responsibilities of Staff

All staff are committed to seeking to apply the principles of behaviour management with consistency and fairness. Learning needs to be fun and we believe in a creative curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is seen as crucial to promoting good self-discipline.

They will observe and apply the principles of this policy, underpinning the development of positive behaviour and effective management of negative behaviour. Rules must be followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated equally and fairly. The school's designated persons with responsibility for behaviour and discipline are

Headteacher and Deputy Head.

Respect

We aim to develop a culture of respect where all the school community are in full agreement of the code of respect required within school.

- We treat each other with respect in the way we communicate.
- The school building and everything in it is treated with respect.
- Everyone sees the importance of respecting other people's feelings.

The role of the class teacher

It is the responsibility of the class teacher at St John with St Michael to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher regularly discusses the school rules with each class. These rules are displayed in each class and in prominent places around the school. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

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 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"

HOW GOOD BEHAVIOUR IS ENCOURAGED AT St John with ST Michael CE Primary School

- Positive praise
- Leading by example – being a positive role model
- Offering meaningful rewards
- Recognising small achievements
- Make children feel special
- Recognising everyone's need to be heard
- Effective teaching and learning
- Access to a differentiated curriculum
- Consistent approaches for all children
- Clear boundaries
- Children need to understand what and why good behaviour is needed
- Zero tolerance
- Eye contact and smiling!
- Good communication between home and school - Home/school agreement

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.

HOW GOOD BEHAVIOUR IS REWARDED

- Stickers
- Smiles
- Positive praise
- Well done awards/Golden Tickets
- Dojo Points
- Star pupils
- Positive comments to parents
- Celebrating good behaviour/success – Weekly Celebration assembly
- Golden time
- Sent to another member of staff to reinforce success and praise
- Two children are chosen each week to do 'the walk' to the headteacher to celebrate their achievements

Traffic light System

The 'Traffic Light' behaviour strategy is used in school to reward behaviour and also as a sanction. 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 unless an action/ sanction is given for inappropriate conduct of behaviour.

Green Light: Children are expected to remain on green light level or above 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 a reward 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 be moved to amber to allow them to reflect on their actions. (They will be given 3 warnings before they are moved to the amber light). The children 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 miss part of 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.

If a child receives an amber or red card then they will meet with the Headteacher or deputy as soon as possible to reflect on their behaviour. This will help the child talk and reflect about their actions and find positive ways to overcome the problem. The incident will be recorded in the behaviour book by the class teacher and a text will be sent home to parents informing them.

Rewards and Sanctions continued

If a child has not behaved inappropriately or broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends.

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 where possible will be supported by a member of staff to complete their school work in a quiet area away from the class. Other similar sanctions will be used e.g. send to another classroom
- If persistent low level disruption continues then children will have an in house 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 will result in governor's consultation and further action may be taken including 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.

Welfare assistants will record any warnings given or incidents in a book and this will be kept by the lunchtime TA supervisor who will feedback to class teachers and headteacher if deemed necessary.

When children are collected from the playground after breaktime, staff on duty should report back any warnings given. (It is not important to discuss the incident; just the fact a warning has been given)

On the Playground:

The expectations for behaviour on the playground can be summed up as "The playground should be a happy, enjoyable and safe place for every child and adult".

In order to achieve this children are made aware of the following:

- a) To play games that do not cause deliberate or reckless injury or harm to another child. Games that involve any form of fighting, wrestling, kicking, pushing, pulling or charging into other children are not allowed. Ball games are allowed on the school playground in designated areas.
- b) To treat other children with respect, kindness and consideration e.g. letting other children join in a game if they wish to. Deliberately excluding a child from a group is not allowed. Name-calling, verbal threats or any form of physical aggression or intimidation are all unacceptable.
- c) To stay on the designated playground area (or the field if it is dry). All out of bounds areas are clearly pointed out to the children. These include the banking, rails or walls adjacent to the yard, the trees and any area inside the school building unless permission has been specifically given. Children using the toilets and wash basin areas are expected to do so quickly and sensibly.
- d) To follow the instructions of any adult immediately and without question.
- e) To enter and leave the playground area in a careful and considerate manner.

Use of the cloakroom areas for putting on or taking off coats should involve quiet, patient and orderly conduct by each child.

RESTORATIVE APPROACHES

When an incident has occurred where a child has behaved inappropriately (Level 3/4 warning system) the school has adopted a Restorative Approach to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

- What happened / what's happening?
- What were you thinking / feeling at the time?
- What do you feel / think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

SANCTIONS – CONDUCT OUTSIDE THE SCHOOL GATES

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could affect the reputation of the school

The same principles and sanctions that are outlined by the management of behaviour in school will be applied in accordance with the severity of the behaviour.

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 or SLT team in their absence 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.

Parents

It is imperative that we work together, and family members of students refrain from using social media to air their concerns, grievances or refer to the school or any pupils. Any posts which are deemed to be defamatory or personal against any member of the school community or to the reputation of the school will be asked to explain their actions to a committee of governors who will consider if further action should be taken.

Procedures for Exclusion

It may be necessary to exclude a child from St John with St Michael although we firmly believe that this should only be carried out if all other sanctions have failed.

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. Although the senior management team and governors will make careful judgments about the exclusion of a child the following are examples of behaviour which will not be tolerated and warrant possible exclusion.

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach
- The use of foul and abusive language aimed at other children and adults

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

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. Persistent late collection of a child from after school activities may result in the facility being withdrawn.

Individual Pupils with Behavioural Needs

School Support Systems

As a fully inclusive school, we recognize that for some children additional or different action may be necessary as a result of special educational needs and/or disability. This is in accordance with the SEN code of practice. We recognize that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN register. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as ways in

which we will support the child. This may include referral to the appropriate outside agency.

Further information on the schools approach to inclusion can be found in our Single Equality Policy.

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.

For further details please arrange to see the SENCO 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. 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. Incidents will be recorded on CPOMs.

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. The behaviour tool will be accessed. 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 where necessary for supporting children with behavioural and emotional difficulties.

At St John with St Michael's primary school we believe that children should take responsibility for their own behaviour. If children have behaved inappropriately they will have to take a logical consequence to reflect on what they have done, how it has affected other people and how they can put it right. The consequence will be directly linked to the poor behaviour in order to teach them not to do it again. Warnings will be given each time a child breaks a school rule.

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.

Appendix 1:

Headteacher: Mrs Kate Garner
Deputy Head: Mrs Helen Metcalfe
SENCO Mrs Roberts
Deputy Head - September 2018: Mrs Lucy Camps

Mr G Entwistle g.entwistle@sjsm.lancs.sch.uk
Mr D Sims d.sims@sjsm.lancs.sch.uk

SENCO – Mrs Gemma Roberts
The school's designated Special Educational Needs Governor: Sarah Holmes

