



St Mary's C. of E. Primary School

Behaviour Policy

Rationale

We believe that a successful approach to behaviour management enables

- *the development of a positive self-image;*
- *the development of moral, social and cultural values including self-respect and personal responsibility;*
- *recognition and understanding that every child needs to be treated individually;*
- *respect and commitment to upholding the Rights of the Child (UNICEF);*
- *every child to achieve high standards across the curriculum*

At St Mary's C of E Primary School we believe that there is a need for a positive approach to the behaviour of children in our school and that good behaviour must be developed and not left to chance. By being positive and concentrating on good behaviour we can try to marginalize the poor behaviour. We need clear rules and expectations, overtly stated, frequently discussed and consistently applied.

Aims/Purposes

What do we hope to achieve from this policy?

- *A shared understanding of a positive approach*
- *To develop and instil self-discipline and responsibility*
- *To promote good manners, honesty and fairness*
- *To create conditions in which all children feel safe and where effective learning can take place*
- *To generate mutual respect between members of the school community, free from prejudice*
- *To make boundaries of acceptable behaviour clear*

Responsibilities

There is a shared responsibility between staff, parents and pupils for the management of behaviour. We see these responsibilities as follows:

Staff

- *Treat children fairly and with respect*
- *Provide a challenging, differentiated and enriching curriculum*
- *Create a safe and pleasant environment*
- *Use rewards and sanctions with consistency*
- *Build positive relationships with children*
- *Act as a role model*
- *Form good relationships with parents*
- *Recognise pupils as individuals with individual needs*

- *Encourage responsibility and promote mutual respect*
- *Challenge unacceptable behaviour when we see it or it is brought to our attention – to ignore it is to condone it*
- *Praise and reward good behaviour*
- *Develop spiritual, moral, social and cultural values that include self-awareness, responsibility, self-esteem, tolerance and respect*

Parents

- *Make children aware of appropriate behaviour in all situations*
- *Encourage independence and self-discipline*
- *Show an interest in school life*
- *Foster good relationships with school*
- *Support the behaviour management policy*
- *Be aware of rules and expectations*
- *Develop moral, social and cultural values that include tolerance and respect*

Children

- *Work to the best of their ability*
- *Treat each others with respect*
- *Play fairly*
- *Take care of property and the environment*
- *Co-operate with adults and children in school*

Strategies

Poor behaviour

Poor behaviour can be divided into that which is aggravating or less serious and that which is unacceptable. All poor behaviour should be identified, explained and dealt with appropriately. At St Mary's we consider unacceptable behaviour to be:

- *Physical violence*
- *Bullying (including cyber-bullying)*
- *Racial Harassment*
- *Sexual Harassment*
- *Stealing*
- *Deliberate rudeness*
- *Verbal abuse including use of homophobic terms*

Instances of unacceptable behaviour should always be reported to the Head Teacher.

Praise and Rewards

We employ the following means of praise and reward:

- *Facial expression*
- *Verbal response*

- *Written comments*
- *Name remains under Green traffic light on board*
- *Showing others their good work*
- *Certificates*
- *Positive Feedback to parents (verbal, written, parentmail)*
- *Stickers*
- *Celebration Book*
- *Team Points*
- *Privileges*
- *Awards certificates*
- *A few minutes of extra playtime*

Sanctions

When necessary sanctions will need to be applied (please refer to the Appendix). They must be used consistently and fairly; and be effective and appropriate to the behaviour and child. All children are different and there are often underlying reasons for their behaviour. During consultation for this policy, children involved demonstrated a deep level of understanding by articulating that some individuals need to be supported in developing positive behaviours in different ways than others. Adults bear this in mind when applying sanctions, but poor behaviour must never be excused. Where poor behaviour persists then it may be necessary to create Behaviour Plans and involve external agencies for support. Possible sanctions include:

- *Verbal/visual disapproval*
- *Name moved to next traffic light on board (Amber, then Red)*
- *Change of seat*
- *Loss of some playtime*
- *Time out to another classroom*
- *Informal contact with parents*
- *Involvement of Head Teacher/Deputy Head Teacher*
- *Formal contact with parents*
- *Exclusion – internal, external, fixed term, permanent*

When sanctions are used we should remember to:

- *Use verbal warnings then traffic lights to enable children to have the opportunity to moderate and change behaviour*
- *Try to enable children to make amends*
- *Only give sanctions that are appropriate to type and place of behaviour e.g. wilfully disrupting learning during lesson results in completion of work during playtime.*
- *Make a clear connection made between behaviour and sanction (sanctions should be applied as soon as is practically possible, preferably on the same day).*
- *Avoid multiple sanctions*

Adults should avoid	because...
<i>Humiliation</i>	<i>It breeds resentment and damages self-esteem</i>
<i>Shouting</i>	<i>It diminishes you; can frighten children; implies you have lost control; does not model good conflict-resolution skills</i>
<i>Over-reacting</i>	<i>Everyone makes mistakes/the problem may grow</i>
<i>Blanket punishments</i>	<i>The innocent will resent them</i>
<i>Sarcasm</i>	<i>You lose respect / it humiliates</i>
<i>Making "threats"</i>	<i>Pupils may call your bluff / not a positive approach</i>

Poor behaviour observed by any member of staff within the school and in the school grounds should be dealt with immediately. To ignore it, is to condone it.

Encouraging children to resolve their own difficulties

Children should be encouraged to take responsibility for resolving their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. The school has a separate policy on anti-bullying.

In the Classroom

Everyone in school is expected to fulfil their responsibilities which are displayed in appropriate places around the school. Each class also has its own charter, which is prominently displayed and created by children and classes at the start of the academic year. Children are frequently encouraged to discuss the importance of rights and responsibilities; adults enable children to develop a practical and age-appropriate understanding of these. Although class charters will differ slightly from class to class they will all explain what good behaviour looks like and will cover the following areas:

- Safety
- Working habits
- Movement around the class
- Listening
- Being polite/helpful/kind to others
- Care of the environment

In our Shared Areas

The following rights and responsibilities for the Playground, Hall and Shared Areas have been drawn up in consultation with children:

Playground Rights	Playground Responsibilities
Everyone has the right to be safe.	We need to get help when we think something dangerous is happening. We need to play games that will not hurt others. We need to be honest, kind and helpful. We need to stay in the sight of adults on duty.
Everyone has the right to play.	We need to look after our equipment. We need to take turns with equipment and playground spaces. We need to make sure our games don't spoil someone else's.
Everyone has the right to enjoy playtime.	We need to make sure we do not leave people out. We need to be kind and respectful to everyone.

Dining Hall Rights	Dining Hall Responsibilities
Everyone has the right to be safe.	We need to walk carefully in and around the hall. We need to line up sensibly to collect our dinner. We need to keep our chairs and tables clean. We need to tell an adult if we drop something on the floor.
Everyone has the right to enjoy their lunch (and eat with friends).	We need to use good table manners and not be silly with food. We need to remember to speak quietly to those around us. We need to ask if the chair is taken before sitting down at a table. We need to be kind and respectful to other people.

Shared Area Rights	Shared Area Responsibilities (Corridors, Research Centre etc)
We have the right to use these areas safely, for storage and for learning.	We need to keep spaces tidy (hang up coats, put equipment away, leave rooms tidy etc). We need to walk carefully and quietly in corridors. We need to be considerate of other classes.

Date reviewed by the Governing Body: October 2016

Date of next Review: October 2018

Signed:

(Chair of Governors)

APPENDIX – FIVE STEPS FOR ASSERTIVE DISCIPLINE

5 stages	Behaviour	Range of Sanctions	Comments Who Needs to Know
<i>Stage 1 Aggravating</i>	<i>Calling out; talking with other pupils when should be listening; pushing on circle; interrupting</i>	<i>Frowns, eye contact, proximity, reminders/modelling expected behaviour, verbal warning, change of seating, 2 minutes lost from next play</i>	<i>Several repetitions may mean Stage 2</i>
<i>Stage 2 Less Serious</i>	<i>Not responding to requests; deliberately creating a disturbance; off-hand comments; swearing; minor challenge to authority</i>	<i>Name moved from Green to Amber (to Red); seating on own/stand apart from class for specified time; letter of apology; complete unfinished work at playtime; 5 minutes lost play; supervised time out; informal contact with parents by class teacher</i>	<i>Deputy Head/SENCO made aware If child does not modify behaviour after sanctions and moves to the Red Traffic Light, this may mean Step 3</i>
<i>Stage 3 More Serious</i>	<i>Throwing small objects; Damaging property Harming someone; leaving class without permission; offensive name calling; repeated refusals; bullying</i>	<i>Short, specified time out in another class; formal contact with parents by class teacher (with Deputy Head support if appropriate) Clean, mend or replace damaged property; letter of apology; loss of playtime Daily/Weekly encouragement sheets</i>	<i>Written record in class behaviour log Deputy Head/SENCO involved; consider Behaviour Plan (IEP) Head Teacher informed (involved if positive handling needed)</i>
<i>Stage 4 Very Serious</i>	<i>Fighting and intentional physical harm; throwing large objects; vandalism; stealing; persistent bullying; leaving school site; verbal or physical abuse Repeated occurrence of Stage 2/3 behaviours</i>	<i>Requires immediate and formal involvement of Head Teacher Formal contact made with parents by Head Teacher Internal Exclusion (for playtime and/or lesson time)</i>	<i>Head Teacher; written record in school behaviour log 3 incidents = Stage 5 Consider involvement of external agencies Consider need to notify governors and LA</i>
<i>Stage 5 Extreme</i>	<i>Persistent fighting; Intentional harm; extreme danger or violence; extreme verbal or physical abuse</i>	<i><u>Probably</u> means immediate Exclusion Fixed Term up to 5 days initially; Permanent Statutory procedures to be followed</i>	<i>Head Teacher Governors Local Authority</i>

Class teachers move all pupils to the Green Traffic Light at the start of each day.