



St. Andrew's CE Primary School

Behaviour for Learning Policy

Mission Statement

St Andrew's offers a nurturing environment underpinned by Christian values, in which children can develop a sense of self-worth and skills to prepare them for the wider community. We strive to provide an inspiring journey through a creative, balanced curriculum, enabling every child to reach their potential.

Policy Aims: To promote good behaviour which reflects our Christian values in the way children treat each other and view the world.

- Promote good behaviour, self-discipline and respect;
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- Apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- Prevent bullying (See Anti bullying policy)
- Regulate the conduct of pupils.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate their children's efforts and achievement
- Maintain well organised learning environment and appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour and discipline procedures

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

Parents are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

What we believe about a child's behaviour.

Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

We believe:

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives. Most children are responsible for their own choice of behaviour. We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject children's behaviour, not the children themselves. When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school. This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children have the right to:

- Be treated fairly and equally and involved in creating their own classroom rules
- A teacher who will provide them with consistent positive encouragement to motivate them to behave
- Know what behaviours will help them to succeed in the school

Teachers have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Teach the pupils to follow these rules in school
- Ask for support from the parents concerning their child's behaviour.
- Ask for support from the Senior Management Team to help them deal with the more challenging pupils.

How we ensure that these principles are met

The core of our policy is our Code of Conduct. It outlines the behaviour we expect from children and it defines the rewards and penalties that will be used. It is essential that this Code be regularly taught to children. Children need to see the Code being used consistently and fairly. Behaviour care plans are written for SEN children who are struggling with their behaviour. This plans are signed by all adults involved with the child. Parents are also involved through consultations about actions that will be carried out by the school to help support the child's emotional need.

St. Andrew's Code of Conduct

- ✓ Have good manners, be polite, respectful and truthful
- ✓ Listen and follow instructions carefully
- ✓ Always try to do our best and work hard
- ✓ Look after and respect property
- ✓ Keep hands and feet to ourselves

- ✓ Play well, share well and always be a friend to all

Ensuring Consistency

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around the school at lunch and play times they need to do the following:

- Always deal with inappropriate behaviour – never walk past.
- Discuss inappropriate behaviour with children- remind them of their obligations.
- If children are talking to others in a disrespectful way- always intervene.
- Positively reinforce good behaviour (smiles for co-operative play).
- If children run – always send them back to try again.
- Check on reasons for children being inside the school at play/lunch times.
- Inform class teachers of any inappropriate behaviour you had to deal with.

Rewards and Sanctions

Positive Reinforcement:

Highlight good behaviour as much as possible.

Where possible reprimand children quietly out of earshot of others. We know this is hard at times but the rewards are worth it.

We believe that a balance should be struck between reward and punishment, that pupils should learn from experience to expect fair and consistently applied rewards and that sanctions should distinguish between serious and minor offences.

We always separate the behaviour from the person:

Rewards

Good behaviour, good work and effort is rewarded by: -

- ✓ Praise
- ✓ Merit marks *
- ✓ Earn 'Stripes' **
- ✓ Task achievement ***
- ✓ Letters home
- ✓ Special rewards (visit to Executive Headteacher, golden time, choosing etc.)
- ✓ Class reward system
- ✓ FS / KS1 utilise the 'reach the rainbow' system

We also recognise achievement in out-of-school activities.

* All children are in one of the four houses and can be awarded merit marks for their house for good work, effort, improvement, co-operation and good conduct etc. The merit cards are within each class and are posted with a child's name and staff initial. The marks are totalled each Thursday evening and the totals given out in the Achievement assembly when the House cup is awarded to the winning team. The team with the most Merit marks each half term will receive an extra play. One child per class will receive an Executive Headteacher's certificate for gaining Merit marks per week.

** For every 4 Merit marks the child will receive a star towards their 'Stripe' Certificate and badge. In FS and KS1 30 stars will need to be earned to gain their first, second and third stripe, 90 in all. In KS2 this rises to 40, 120 in all.

*** Children are given the opportunity to apply for Good Citizen task badges (Physical Excellence, Friendship, Eco-world, Community and Responsibility), based on a set of tasks to complete.

Sanctions

(FS and KS1 use the cloud and raindrop system)

Failure to observe the code of conduct will be sanctioned informally by: -

- A reminder about the expectations we have for behaviour
- A warning
- Moved away from the group for 2 minutes
- Lose 5 minutes of break and complete a consequence sheet
- Sent to Executive Headteacher, who may send a letter to your parents
- Parents will be brought into school

If at this stage there has been no substantial improvement in behaviour, a formal record will be initiated and all subsequent misconduct will be reported direct to the head.

Report forms 'Behaviour Modification Programme', are available for monitoring behaviour and should be used in a joint approach between home and school. These should not be used without a meeting having taken place between parents and teacher in school.

For children with particular problems of behaviour the SEN team should be informed and a Behaviour Modification Programme might be considered with the help of an Education Psychologist.

Internal Exclusion

If there is still no improvement in a pupil's behaviour, he or she *could* be placed in internal exclusion for a short time if professional judgement considers such an action to be appropriate, depending, of course, on the age and personality of the child and the nature of the behaviour problem. The child would be expected to spend up to half a day in a quiet place away from other children, doing independent work supervised by a Teaching Assistant, but given as little attention as possible.

Exclusion

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Executive Headteacher is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property. The period of exclusion to be determined by the Executive Headteacher on an individual basis.

LUNCHTIME BEHAVIOUR

Lunchtime arrangements for Supervisors regarding discipline: -

Children to be allowed on to the field whenever possible.

Avoid physical contact of any kind with children, in particular holding hands or allowing them to put arms round you.

Always deal with the incident, not the child involved, in order to avoid any parental concerns over fairness - all children involved must be interviewed and incidents reported concerning all children, not just those seen to be the usual culprits. Negotiate rather than blame.

All areas of the playground and field must be watched and patrolled. Please make sure that no areas are left accessible to bullying.

Ensure that the activity timetable is carried out – this should only be changed in extreme circumstances

All patrols must be carried out singly.

No child should be allowed into the dining hall unless they are waiting in a quiet controlled manner - all children running into the hall must be sent back out.

At the end of lunch any incidents should be reported in person by the supervisor concerned to the particular class teacher who will decide on the action to be taken.

Any playground intruders must not be tackled singly - send a child for help.

Reviewed by Governors January 2018

Next Review January 2020

Signed
Chair of Governors