

ST. MARGARET'S CHURCH OF ENGLAND PRIMARY
SCHOOL



St Margaret's Church of England Primary School

Behaviour Policy

- Behaviour Principles and Pupil Discipline -

Overview

This policy outlines procedures related to rewards and positive behaviour management.

Introduction

The ethos of our school is a 'listening school' where everyone is valued and treated with respect. Harassment, of any kind, whether verbal or physical is unacceptable. Our behaviour policy reflects a positive ethos that builds on intrinsic self-motivation to learn as part of a 'learning without limits' culture.

Aims - Principles

- to value and appreciate one another irrespective of age, gender or race
- to acknowledge that everyone has a valued role within our school community
- to enable children to develop a sense of self worth
- to produce an environment in which all children feel safe, secure and respected
- to ensure staff are clear about the behaviour expected in order to enable them to support effectively the learning process and school aims and ethos

Objectives

- to develop self-confidence and self-esteem, showing pride in our achievements and in our school
- to show sensitivity and consideration for others
- to develop a respect and tolerance for other ways of life and different opinions through developing an understanding and appreciation of difference
- to develop responsibility for our learning and our environment

Policy

Rewards

We offer a reward system agreed by all children via our school council.

1. All children in school are awarded stars for their star chart for individual achievement and good behaviour in class and around school on a daily basis. Success is then acknowledged within celebration assemblies in the form of certificates when certain milestones (e.g. completion of star charts) have been reached.
2. During the weekly celebration assembly, a child from each year group from EYFS to Year 6 is nominated to receive a Star of the Week certificate, to recognise outstanding achievements across the week.
3. In addition, a trophy is awarded to one girl and one boy each week across the school. Each half term a different value will form the focus of this trophy. These values include: determination, honesty, self-belief, respect, teamwork and passion. The trophy is decided on by all staff. All children who have been awarded the trophy will attend the fire pit at the end of the half term as a reward for this achievement.

Class rules / code of conduct

School rules are displayed around the school and in classrooms with the acronym: REACH (see appendix 2). It is good practice to reiterate these in each class at the start of each new academic year.

Traffic Light Approach

Stepped approach for 'Low-Level' behaviours

At St Margaret's Primary School, we have a 'stepped approach' for managing 'low-level' behaviours in the classroom or on the playground. Time out, if required, will be taken during the next break time or lunchtime for the morning sessions and during 'Golden Time' on a Friday afternoon for the afternoon sessions.

All classes use a traffic light system and each class has a visual reminder displayed.

Star

Any child who is modelling exceptional behaviour/achievements throughout the school day will move up to the star on the visual reminder displayed in the classroom. This achievement is celebrated by the children being awarded a star for their star chart and also a short note will be sent home to their parents/carer, highlighting the reasons their child has been awarded this (see appendix 1). The note should be signed by the parent/carer in order to acknowledge receipt of this and returned to school the following day.

Green

All children will begin each morning and afternoon session on green. Children may be given a reminder if they are causing a disruption to work or play whilst still remaining on green. Praise will be given if the child is able to model good behaviour as a result of this reminder.

Amber

If a reminder is not enough, the child will be given a warning and moved to amber. Sometimes this may involve the child being asked to work in a different area of the classroom or play elsewhere on the playground. Once again, if the behaviour improves, praise will be given and children will return to green.

Red

If the disruptive behaviour continues then the child will move onto red and 'time out' will be given. This will consist of 5 minutes missed during the next break time or lunch time for morning sessions. For afternoon sessions, time out will be given during Golden Time on a Friday afternoon. If the child refuses to take 'time out' then they will be escorted to the Head Teacher or Senior Teacher in school (please see below).

Following this time out, the teacher or a member of support staff will discuss events with the child. After this thinking time, the child will be welcome to return

to the lesson or playtime and will consequently move back up to green ready for the start of the next lesson or activity.

Negative behaviour choices (Cloud)

If the child's behaviour continues to decline throughout a session, they will be moved down to the cloud on the traffic light system. If their behaviour improves at this point, they can still move back up the traffic light system. However, if their negative behaviour choices continue, the child will be removed from their classroom to work in another class and/or to see the Head Teacher or Senior Teacher.

In addition, a short note will be sent home to parents/carers, highlighting the poor behaviour choices that their child has made. The note will need to be signed by the parent/carer in order to acknowledge receipt of this and returned to school the following day. If the note is not returned, a phone call home will be made by the class teacher, as it will be assumed that parents were not given the note.

Head Teacher or Senior Teacher

If the child is escorted to the Head Teacher or Senior Teacher, they will listen to the child and discuss the behaviour that took place. Sanctions will be agreed which may include loss of playtime, working away from the classroom for a given time or a consultation with parents, either by phone or in person depending on the circumstances.

Individualised approach for 'High-Level' behaviours

For a small number of children in school, whose behaviour cannot be managed through the above stepped approach, individualised targets will be present on their school pupil passport, relating specifically to behaviour. The pupil passport will be shared with all staff in school and updated three times per year so that consistency can be maintained.

Incident / Concern Forms

Details of all major behaviour incidents should be recorded in the school behaviour log (located in the school office) and communicated to the Head Teacher. Action taken must be recorded at the bottom of each incident form.

Each class will keep a record of all positive and negative behaviour slips sent home to parents. A behaviour log should be kept by all class teachers, noting down when children have had to have time out and the main cause of this time out.

Monitoring

All behaviour logs are collated by the Senior Teacher each full term and reported to governors via 'governor housekeeping' to ensure that careful monitoring of behaviour takes place. Staff are informed by the Head Teacher of children who appear to be 'at risk' following analysis of behaviour data.

Bullying / Racial Harassment

Bullying is defined by Ofsted as 'aggressive or insulting behaviour by an individual or group, often repeated over a period of time'. All incidents of bullying and harassment should be taken very seriously. A log should be entered in the behaviour book within each classroom clearly indicating an incident of bullying or racial harassment has occurred including actions taken. Wherever appropriate, parents should be informed. Detailed confidential records are kept by the Head Teacher of all racial incidents.

Preventative Behaviour Management by Staff

In order to minimise incidents, all staff should take preventative measures. These should include:

- Clear communication of expectations to children
- Praising positive behaviours rather than drawing attention to negative behaviours
- Adhering to the traffic light system in-line with the school policy
- Ensuring all children are escorted from the playground and school field by a member of staff at break times and lunch times
- Ensuring all children, particularly games such as football, are closely monitored
- Staff to continually walk round the field/playground so they are visible to children during break and lunch times
- All children are welcomed into their classroom in a morning and afternoon session by a member of teaching staff

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy has been reviewed and updated in **September 2019**.

Next review date: **September 2020**.

This policy has been written to comply with section 89 of the Education and Inspections Act 2006.

Appendix 1



Positive behaviour choices

Date:

We thought that you would like to know that your child _____ has made some excellent choices in school today. This includes

_____.

Please sign and return the slip below tomorrow to confirm that you have been handed this note. Feel free to leave a comment for the class teacher.

Comments:



Negative behaviour choices

Date:

Unfortunately, _____ has made some wrong choices in school today. This includes

_____.

Please sign and return the slip below tomorrow to confirm that you have been handed this note. Feel free to leave a comment for the class teacher.

Comments:

St Margaret's Golden Rules



Respect

Respect yourself, respect others and respect your school. Keep your hands, feet and objects to yourself.

Effort

Pay attention, listen carefully and always do your best.

Attitude

Be positive, helpful and courteous. Keep negative comments to yourself.

Co-operation

Be willing to work with anyone. Use the correct voice level and share with our peers.

Honesty

Always tell the truth.