



## Behaviour Policy

**‘A Christ-centred school with a child-centred curriculum’**

**The school’s Behaviour Policy is printed here in full, since we believe it is centrally important.**

At St Mary’s C of E (Aided) Primary School we believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We aim to make and keep St Mary’s C of E (Aided) Primary School a safe and happy place, where children can learn and play without being afraid or worried. We are concerned with helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions. We live by our mission statement of ‘A Christ-centred school with a child-centred curriculum’.

We are committed to cultivating values such as courtesy, respect, tolerance, honesty and perseverance. This requires the establishment of an orderly community through a proactive rather than reactive approach. The foundations of good behaviour are based on the positive reinforcement of good behaviour.

This policy helps us to maintain a **consistent** approach to promoting good behaviour. Everybody working in the school must commit themselves to making any changes to school practices, policies and premises necessary to ensure high standards of behaviour. Acceptable standards of behaviour and work depend on the example of each person; we are all role models. It is vital that the children see all adults in school acting in accordance with the principles of this policy.

This policy aims to:

- ensure the safety and well-being of all
- protect the school environment
- encourage good behaviour
- discourage inappropriate behaviour
- promote self-control and positive attitudes
- promote an understanding of actions and consequences

We will do our best to:

- improve the way people work together to solve problems
- involve everyone in promoting good behaviour
- increase the sense of belonging, for example, by giving children responsibility
- develop any rules in consultation with those expected to implement and follow them
- improve curriculum practices to ensure:
  - appropriate work for all children
  - appropriate teaching methods
  - positive feedback on children’s work
  - proper support for more and less able children



- deal effectively with personal problems which affect life in school
- strengthen home-school links
- improve the school environment
- improve school organisation

To achieve these aims, we will agree specific rules with the children. These are to be expressed in positive, constructive, age-appropriate terms, discussed with the children and displayed in each classroom. They will reflect the following Golden Rules:

- **We will always listen and try to understand people's differences.**

We are polite and helpful and honest with each other, and only say and do kind things. We listen to each other and look at the person talking to us. We work hard and let others do their work. We put our hands up to ask or answer questions so everyone gets a fair chance. We only use people's proper names.

- **We will move sensibly and quietly around our school**

We walk on the left in corridors when necessary. We will hold doors open for people. We move around the school quietly and sensibly.

- **We will keep our hands, feet and possessions to ourselves.**

We will keep our hands and feet to ourselves and not hurt other people around us.

- **We will look after the school and always take care of it.**

- **We will sort out our problems by sorting them through with each other or an adult.**

We will ask an adult to help if we are upset

- **We will talk kindly to everyone.**

### **Putting Principles into Practice**

Good relationships at all levels are vital to ensuring good behaviour. Around the school, adults are expected to take the initiative to:

- greet children and adults
- set standards of dress, speech and manner
- smile
- start a dialogue
- deal with any misbehaviour, however mild (to ignore is to condone)



In the classroom, create and maintain a positive, secure and supportive environment. Well-prepared and stimulating lessons conducted in an orderly, clean and attractive classroom generate interest, respect and good behaviour.

- arrive before the class and begin on time
- be prepared for the lesson
- ensure plenty of pace in the lesson
- make sure every child is occupied and interested
- extend and motivate all children
- mark all work promptly and constructively

**Encourage children to take pride in their school:**

- insist on a clean and tidy room and school
- report damage and graffiti immediately
- enforce the ban on sweets and toys (skipping ropes, yo-yos and other small playtime equipment are exempt)
- keep desks, shelves and cupboards tidy

**It's how we deal with problems that sets the tone:**

- don't react: address the problem
- use humour to diffuse
- keep calm to reduce tension
- avoid confrontation
- listen – it earns respect
- establish the facts
- judge only when certain
- use punishment sparingly
- carry out any threats
- apply the rules
- be consistent
- know your children

**Avoid:**

- humiliation
- shouting
- over-reaction
- blanket punishments
- over-punishment
- sarcasm
- using work as punishment



### **How we will reward Good Behaviour**

- Verbal praise and encouragement from own teacher and others.
- Visit to Headteacher or Deputy Head
- Stickers awarded by the Headteacher or Deputy Head
- Notes home from class teachers and the Headteacher
- Conversations with parents
- Stickers/ charts to support all aspects of good behaviour
- Entries in Happy Book for really commendable work, behaviour or improvement, read at assembly.
- Dojo points

There is an incentive system linked to the award of Dojo points based on individual effort which varies to suit year groups, but the approach will be consistent.

Dojo points may be awarded to individuals or to groups of children. They are linked into each child's House and Year Six prefects gather the total number of Dojos awarded to each house on a weekly basis.

The midday supervisors have stickers and give Dojo points to encourage good behaviour. Supervisors are encouraged to note commendable and improved behaviour. Every adult working in school is to be encouraged to use the reward system, ensuring that praiseworthy behaviour is made known to the child's teacher.

### **Sanctions for Inappropriate Behaviour**

Children who break the rules must be taught that they are choosing a consequence.

Please see behaviour policy chart for warnings and sanctions. (See Appendix one)

### **Procedures for Supervision of Children at Playtimes and Lunchtimes**

A copy of the school's procedures is given to all staff. These procedures will be reviewed, and supplemented with guidelines for midday supervisors at least annually.

### **Residential and Off Site Activities**

Children are informed of appropriate behaviour when taking part in residential as well as on all school visits. This will be in line with all relevant aspects of this policy. Any child seriously in breach of our behaviour code of practice (therefore endangering the safety of themselves or other party members) will be sent home from a residential. Parents are informed of this at the parental information evening prior to any residential visit.

### **Exclusion**

Exclusion of children will be the last resort, and will generally only occur after every other option has been tried, including liaison with the Behaviour Support Service. The Senior Management team will have considered the situation and there will usually have been a



long history of poor behaviour. Parents will have been consulted. The exclusion procedure will be in line with WSCC guidelines and DfES regulations.

### **Students and Supply teachers**

A copy of our behaviour policy is given to these individuals on arrival at St Mary's C of E (Aided) Primary School.

### **Review of Policy**

This Behaviour Policy was approved in September 2017  
To be Reviewed: July 2018

