



St Mary's C of E (Aided) Primary School, Pulborough



A Christ-centred school with a child-centred curriculum

BEHAVIOUR POLICY

This policy was adopted in: January 2020

The policy will next be reviewed in: January 2021



INTRODUCTION

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

We will do our best to:

- improve the way people work together to solve problems
- 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
- 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
- deal effectively with personal problems which affect life in school
- strengthen home-school links
- improve the school environment

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:

The Governing Body

The Governors are responsible for reviewing and approving the Golden Rules.

The Governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors, giving due consideration to the school's Golden Rules. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (ABC logs)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the rules of the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour



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 working 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

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greet pupils in the morning/at the start of lessons



- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

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.

Staff should:

- 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, listen to both sides
- judge only when certain
- use sanctions 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

Pupil transition

- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Pupil support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



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

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 learn that they are responsible for and must accept the consequences of their behaviour.

Please see Behaviour Policy chart for warnings and sanctions. (See Appendix 1)

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 the expected appropriate behaviour when taking part in residential visits as well as on all school trips. This will be in line with all relevant aspects of this policy. Any child seriously in breach of our behaviour code of conduct (therefore endangering the safety of themselves or other party members) will be sent home from a residential visit. 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 and the Governors will have been consulted and will have considered the situation and there will usually have been a long history of inappropriate behaviour. Parents will have been consulted. The exclusion procedure will be in line with WSCC guidelines and DfE regulations.

STUDENTS AND SUPPLY TEACHERS

A copy of our Behaviour Policy is in every classroom by the teacher's desk and must be adhered to.



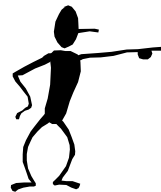


BEHAVIOUR POLICY

1. Warning look.



2. Point to cards as reminder.



3. Verbal warning.



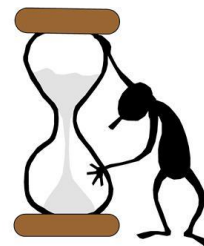
4. Moved to a separate table.



5. Choice – get on with the job or lose your play time.



6. Go to a different class AND spend time at lunch in 'Time Out' room.



7. Mrs Copus is called and your parents are contacted.

