

# St Agnes' C.E. Primary School

## Behaviour Policy

**Approved by:** The Governing Body **Date:** September 2018

**Last reviewed on:** November 2017

**Next review due by:** 2020

As a Rights Respecting School we recognise Article 28 **'The right of every pupil to a good quality education'** and Article 19 **'All pupils have the right to be protected from danger'** from the UN Convention of the rights of the pupil.

## Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly, justly and well. We are a caring community, whose values are built on mutual trust and respect for all members of the school can live and work together in a supportive way, to **'Love to Learn, Learn to Do Well, Live Well Together'**. We endeavour to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

## Aims and expectations

- Encourage pupils to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage pupils to take responsibility of their actions
- Encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

## Behaviour policy in practice KS1/2

- VIP and helper are to model behaviour to class, take place at the front and back of the line, to be changed daily
- Classroom rules displayed in class.
- Refer to rules each morning and afternoon.
- Be explicit about what we expect from the children
- Train the children so that they develop independence
- **Rewards are a right and they are not to be taken away. Rewards and sanctions are separate!**
- Movement of a name/recording of name on behaviour chart/board is to only last one lesson. Each child's name begins at the top of the chart/removed from the board every lesson.
- At the end of the lesson, there must be a discussion with the child about the movement of their name. Apology is given and child then moves their own name/peg back to the top of the chart.
- The teacher who gives out the sanction, must where possible, follow up and carry out the sanction.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. This policy aims to help pupils to grow in

a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. Each class also has its own rules guide formed by pupils.

### **Pupil responsibilities**

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the environment in and out of school
- To co-operate with other pupils and adults.

### **Staff responsibilities**

The Headteacher holds overall responsibility for good discipline in the school, assisted by the Deputy Headteacher and the management team in each department.

Each class teacher will manage and oversee the day-to-day behaviour of the pupils in their own class.

The Headteacher delegates powers to all staff, teachers teaching assistant, lunchtime organisers and clerical staff to deal with any issues that may arise.

At the end of lunchtime, the lunchtime manager reports any significant incidents to the class teacher.

Positive and behaviour incident logs are kept in all classrooms to record significant incidents including those relating to behaviour, bullying and racism. Significant incidents are also recorded in CPOMS.

The children are encouraged to show equal respect for all staff and pupils in the school.

- To make clear our expectations of good behaviour
- To treat all pupils fairly and with respect
- To raise pupil's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with pupils so that pupils are very clear about how they are expected to behave
- To form a good relationship with parents so that all pupils can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each pupil is an individual and to be aware of his/her needs
- To offer a framework for social education.

### **Parent responsibilities**

At St Agnes, staff work in close co-operation with parents to achieve high standards of self-discipline in the children. Sometimes children will be displaying similar challenging behaviour at home as at school. We believe much can be achieved when there is a high level of trust and partnership between the parents or carers of the pupils and the staff of the school.

- To make pupils aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their pupil does in school
- To foster good relationships with the school.
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns.
- To let school intervene and deal with situations where other pupils are involved with their child.

### **What we do to encourage positive behaviour**

- We make clear our expectations of good behaviour by promoting mutual respect
- Point system/Dojo Points
- We encourage pupils to take responsibility for their own actions and behaviour
- We praise good behaviour and effort
- We encourage pupils to make the right choices and consider the consequences of their actions
- Achievement assemblies to recognise those pupils with outstanding behaviour stickers from Headteacher
- We refer to our Rights Respecting School Charter and class charters
- Regular PHSE lessons
- Lunchtimes: Stickers for good manners, behaviour, helpfulness at lunchtime
- Visiting Headteacher or senior management team for praise

### **What we do to reward positive attitudes**

- Instant verbal praise or written comment on work where appropriate
- Call in parents to show good work
- Positive acknowledge for achievement, effort, attitude and all other positive aspects of behaviour
- Displaying the pupil's work in the classroom to acknowledge their achievements
- Team points & stickers
- House points
- Achievements Assembly-pupils come up to receive certificate, which is displayed on the achievement board
- Class/personal targets and agreed rewards
- Share success with partner class and/or SLT

### What we do if a pupil makes the wrong choice

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with the pupils involved
- Where possible, we encourage pupils to try to resolve disagreements themselves
- We encourage pupils to take responsibility for their own behaviour

Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences within behaviour tracking should be taken:

### Behaviour policy in practice (Refer to Appendix 1 for procedure)

#### Foundation stage

- On the behaviour chart all pupils begin the day with their name placed on green
- Positive behaviour is recognised by the pupil's name being moved up to silver and then gold
- Poor behaviour choices result in a pupil being moved down onto yellow and then red
- At the end of the session all pupils who have made good behaviour choices are recognised with a silver or gold sticker
- Unacceptable behaviour choices result in the pupil moving to red and consequently time out, in another class, to reflect on their choices and actions
- If the behaviour is still a concern then the pupil is taken to a member of the SLT

#### Key Stage 1 & 2

- VIP and helper are to model behaviour to class, take place at the front and back of the line, to be changed daily
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- Refer to rules each morning and afternoon.
- Be explicit about what we expect from the children
- Train the children so that they develop independence
- **Rewards are right and they are not to be taken away. Rewards and sanctions are separate!**
- Movement of a name/recording of name on behaviour chart/board is to only last one lesson. Each child's name begins at the top of the chart/removed from the board every lesson.
- At the end of the lesson, there must be a discussion with the child about the movement of their name. Apology is given and child then moves their own name/peg back to the top of the chart.
- The teacher who gives out the sanction, must where possible, follow up and carry out the sanction.
- All children are treated fairly and there is to be no favouritism. However, specified children (refer to one-page profile) may have their own behaviour chart to support their additional needs.
- When warnings are given, be explicit in that their behaviour is their choice and that by ignoring the rules they are choosing to lose their break time etc.

- Sanctions are staggered

#### **What are our zero tolerances?**

- Rudeness/swearing towards staff
- Refusal to follow instructions
- Striking a member of staff
- Physical aggression
- Fighting
- Bullying (includes cyber-bullying)
- Homophobia, biphobia, transphobia
- Racism
- Vandalism/damage to property
- Theft
- Truancy

Where one of these occur the following consequences will apply:

- Involvement of Headteacher/deputy head
- Phone call, letter and meeting with parents to discuss matter
- Exclusion- lunchtime/temporary/permanent
- Personal support programme
- Involvement of any appropriate outside agencies.

#### **The Use of Force to Control or Restrain Pupils**

This school makes use of DfE guidance: Use of reasonable force in schools (2013) in the document issued to all staff on induction and via staff handbooks – Guidance for staff on the Use of Force to Control or Restrain Pupils (Appendix 4). This document includes guidance on: Reducing the likelihood of situations arising where force is required, deciding if force is appropriate, example of situations where the use of force may be reasonable and using force safely. All incidents which require the use of force or restraint should be reported to the Headteacher immediately and a written record kept. Parents must be informed of any incidents where force or restraint has been employed in regard to their pupil.

#### **Links with other policies**

This policy is linked to:

- Exclusion Policy
- SEN policy and SEND information report
- E-Safety Policy
- Child Protection and Safeguarding Policies and Procedures

**Appendix 1.**

Rewards	Sanctions
<p>'Always' badge - for those children who are always well behaved. (could vary from 1 or 2 children to the majority of the class).</p> <p><b>Fine Diners</b>  <b>Reward: eat with the Head teacher on a Friday at a special table at lunchtime.</b></p> <p><b>Individual rewards</b>            - 'Always' badge            - Points            - Achievement assembly</p> <p><b>Group rewards</b>            - Group of the week            - Group leader</p> <p><b>Class rewards</b>            -Class points. Once 30 have been awarded the class get 30 minutes' golden time.</p> <p><b>Individual and group rewards</b>            House rewards            House points are for anything outside of the classroom.</p>	<ol style="list-style-type: none"> <li>1. Verbal warning (encourage to make a choice: Child A, you've not followed ruled number 1 as you are talking. This is your warning. If you choose to continue to ignore the rule your name will go on the board/ cloud and you will lose 5 minutes of your break time. )</li> <li>2. Name on the board with a (x). You have continued to ignore the rules and you are stopping the rest of the class from access their right to an education. If you chose to continue you will lose a further 5 minutes from your break time.</li> <li>3. (xx) if behaviour continues and move place in classroom</li> <li>4. (xxx) sent out of class to either partner class or a close year group.</li> </ol> <p>(x) means they lose 5 minutes of their playtime. This then results in no class points for whole class.</p> <p>Name and (x) to only stay on the board for one lesson.</p> <p>1:1 conversation with the child at the end of the session. Reflect upon the situation- why was their name on the board? How did their behaviour effect their learning (Article 28)? How did their behaviour effect other children in the class? Child to make an apology. Start the next lesson with a '<b>new slate.</b>'</p> <p>Zero tolerance: followed up after the incident by involving management- by-pass the flow chart. Second occasion of being sent to another classroom- follow this up by being sent to management</p>