

***ST. MARGARETS CHURCH OF
ENGLAND
PRIMARY SCHOOL***



**BEHAVIOUR
POLICY and guidelines.**



MISSION STATEMENT

*Do everything to the glory of God
Achieve your best
Care for each other
Trust in the Lord.*

BEHAVIOUR POLICY

We aim to promote positive behaviour in the whole school community. *The school systems emphasise positive behaviour management and reward systems that reflect positive behaviour receiving the majority of time and attention.*

This policy aims to promote good behaviour from the children by creating an environment in which it can flourish.

The school recognises its own responsibilities in this respect and wishes to point out that parents and pupils themselves have a major role to play in ensuring that the school maintains an atmosphere in which learning can take place. The whole school agreement visited annually with pupils and parents acts as a reminder of this shared responsibility.

THE RESPONSIBILITY OF STAFF

1. To follow our Christian doctrine of love and respect through worship and the teachings of Jesus
2. To respect each individual child, whatever their gender, ability or colour, in particular to recognise good behaviour by giving praise.
3. To offer the children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potentiality.
4. To endeavour to ensure that lessons are interesting and stimulating.
5. To ensure that the school, and its classrooms and playgrounds are safe and interesting places in which to work and play.
6. To ensure that parents are involved in the child's educational and social development.
7. To try and be fair, and listen to all sides, when taking appropriate action in the event of unacceptable behaviour.
8. To deal immediately with any incident of bullying or racist behaviour, referring it to a senior member of staff for action.

THE RESPONSIBILITY OF PARENTS

1. To adhere to the Whole School contract
2. To support the aims and policies of the school.
3. To explain to the children that they, and all members of the school, should respect each other as a condition of being here.
4. To explain to children that the school is primarily a place of learning and that they should work as hard as possible to gain as much as they can from the opportunities presented.
5. To explain to children that they should do nothing to interfere with the safety of other children. Parents should impress on their children that intimidating, violent or racist behaviour is totally unacceptable.
6. To explain to children that they would do nothing to interfere with the learning of other children. Parents should impress on their children that low level disruption in class is totally unacceptable, as well as more high profile bad behaviour.
7. To support the school by sharing worries or complaints with the Head Teacher and staff. To maintain the children's confidence in the school by not criticising the school in front of the children or publicly in front of others.
8. To ensure that the child attends every day and is punctual, recognising that lateness and time away from school disrupts the learning process.
9. To approach all staff with respect.
10. To ensure that the child is in the best possible frame of mind for learning. e.g. by making sure that the child has breakfast and a healthy diet, does not come to school tired and has enough sleep and does not watch disturbing television programmes or videos.

THE RESPONSIBILITY OF PUPILS

1. To be polite and considerate to all adults and children in our school.
2. To work hard and do their best.

3. To do nothing to prevent others from learning.
4. To accept responsibility for their actions and to accept reprimands gracefully.
5. To value everyone in the school, whatever their gender, ability or colour.
6. To value school property and its environment.
7. To know that bullying is totally unacceptable and will be dealt with severely, as will racist behaviour.

PROCESSES FOLLOWED TO ENCOURAGED POSITIVE BEHAVIOUR

At St. Margaret's we firmly believe that positive reinforcement is the most effective way to encourage good behaviour and we have numerous systems in place to encourage children to work hard and behave well. The systems such as school council, Smart Kids, Year 6 Prefects encourages children to take responsibility around school and particularly allows the older pupils to act as role models.

Recognition for roles undertaken in school involves badges for Prefects, school council and choir alongside hats for smart kids.

We believe that good relationships are essential to managing pupil behaviour so the following strategies are being developed.

- Named child affirmation beyond the classroom
- Positive re-enforcement from all staff to behaviour around school.
- Key staff to additionally develop pastoral support as a preventative strategy.
- Third party affirmation
- Positive verbal reports to parents
- Identification of good role models for a range of different skills/ attitudes NOT just good work.
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ASSERTIVE DISCIPLINE

Our strategies for encouraging good behaviour are based on the Assertive Discipline process. The Golden rules are displayed and understood by children and staff and a clear system of rewards and sanctions operate consistently throughout the school.

GOLDEN RULES

All classes follow the Golden Rules, they are as follows:

We will do our best at all times and do nothing to stop others learning. We will do this by:

- 1. Be Honest**
- 2. Take responsibility for your own actions**
- 3. Move sensibly and safely around the school environment.**

4. Be polite and show respect to others

5. Try your best at all times.

REWARDS

Key Stage 1 and Key stage 2 pupils in the school have a sticker chart. When the children work or behave very well in class, they are given a sticker to put on their chart. Once the chart is completed, the child takes it to the Head Teacher and is congratulated and given the next sticker chart to complete. Sticker charts have 20 spaces and are colour coded 0-20, 20-40, 40-60 etc. Certificates for completed sticker charts are awarded in the Monday assembly. Children stand up when their names are announced and are applauded by the whole school.

Class of the Term.

At the end of term classes are selected for this reward following the whole class standing above others for effort, behaviour, attitude etc.

This is recognised through the newsletter, through a certificate on the class door and a class selected day treat.

The option for day treats is either

A non-uniform day **OR** a class chosen timetabled day with 'favourite' subjects and special events.

Class rewards.

Each class teacher discusses with their class the class reward. These can range from 'pizza picnics' to DVD afternoon to toy afternoon. The build up towards this reward can be tracked through star charts, whole class marble jars or an equivalent tracking system.

The aim is for all children to access this reward.

Personal Organisers.

KS2 pupils use the personal organiser to liaise with parents and record both positive and areas to improve. This daily reminder maintains the high expectations keeping behaviour expectations alongside learning expectations. Positive comments are the priority in the communication between home and school.

HEAD'S Golden and Blue BOOKS

Children who work exceptionally hard or behave especially well are sent to the head with their work or with a note explaining their behaviour. They are then given a special "Head Teacher's Award" sticker and their name is entered in the Head's Golden Book or Blue book depending on the level of behaviour. In the Monday HT assembly they stand up as their names are read out, together with a description of their achievement.

The whole school then applauds their effort and children in the golden book choose a golden reward.

Reward Menu(Golden book)

The pupils have selected 8 possible rewards that they may choose when this reward has been given. These have been selected by the children and although there may be some variations dependent on pupil requests the following are an example of rewards on the menu. Rewards are recorded in the golden book.

1. Head Teacher Special Lunch
2. Computer Crazy
3. Football
4. Basketball
5. First to Lunch with two friends
6. Head Teacher Monitor with one friend for one day.
7. Golden Lunch
8. Golden Playtime.

KS2 TEAM POINTS

A system of team points exists for KS2 to reinforce good work and behaviour.

Whole school points are totalled termly and results are announced at the end of term. The shield is moved to the house with the most team points.

HAPPY HOUSE

A happy House is displayed in the KS1 corridor and the names of children who have worked or behaved really well are displayed upon it.

SANCTIONS

If a child breaks one of these rules the following sanctions apply:

First Time

The child is reminded of the school rule.

Time out/Moved/Warned

Second Time

Name goes on the board or a yellow warning card is given. The teacher issues appropriate sanction ie complete work missed at playtime, additional discussion regarding behaviour at playtime.

Third Time

The child is given a red card and sent to the phase leader with a clear account of problem or behaviour. Work may be required if this is early on within a session.

The phase leader investigates and makes a decision in respect of action. This could be one of the following

Miss a playtime

Contact parent/carer

Send to HT for discussion and next stage ie HT contact parents.

Send to HT for behaviour letter.

The phase leader keeps a record of these referrals.

Behaviour Letters.

Consistent, persistent disruptive behaviour leading to exclusion has an evidence trail through a series of three warning letters.

On the issuing of the third letter a child will be excluded for the next incident, using the evidence of three previous incidents as proof of failure to improve.

These letters are issued within a term's framework and each term starts the process again without carrying over letters.

INCIDENT FILE

Children need regular reminders as they grow up about the correct way to behave in a variety of situations. This is done as part of the daily course of events at St. Margaret's and children normally adhere to school rules and respond with respect when corrected.

However, there are times when children's behaviour gives rise for real concern and on these occasions it is important that the incident is properly recorded and filed for future reference. Staff therefore fill out an incident report which details the teacher's name, the child and class, a description of the incident and the action taken. The report is handed to the head teacher who then takes the appropriate action and files it in the incident file in the office.

KS2 pupils may be required to record an incident on the child incident form in order for us to have ongoing records involving a wider range of evidence.

When dealing with the incident, the head takes into account its seriousness and any previous records of such behaviour. Upon this basis the incident is either left for the teacher to deal with, the child is spoken to by the head or a letter is written to parents to involve them in the process.

The records in the incident file are extremely useful when discussing behaviour and discipline issues with parents.

SEN AND OTHER AGENCIES

In exceptional cases some children may not respond to additional strategies. The school would therefore consider putting the child on the SEN register and seeking advice from outside agencies such as the Educational Psychologist and Behaviour Support Team.

In extreme cases of disruptive, threatening and dangerous behaviour, the school reserves the right to suspend the child.

EXCLUSION

Exclusion is an extremely serious step and is used as last resort when disciplining children. Once this decision has been made, the parents, LEA and Governors are immediately informed.

Children will be excluded under the following circumstances:

1. A very serious incident occurs in which another child, member of staff, or member of the public is hurt.
2. The child's attendance in school constitutes a safety threat to him or her self and/or to other people, e.g. running out of school.
3. In the event of an extreme racist incident.
4. For extreme bullying, whether physically or emotionally.
5. A child deliberately hits a member of staff.
6. A child swears at or is extremely abusive towards a member of staff.
7. Over a period of days or weeks when a child's behaviour has been such that serious disruption has occurred to other children's learning.(See behaviour letters)

If a child is clearly at risk of exclusion, they should be put on the Special Needs Register and other agencies should be involved through a series of Pastoral support meetings.

Wherever possible, the school will apply for Dowry funding so that the child can receive additional support in managing their behaviour.

ADDITIONAL SYSTEMS FOR POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR

In addition to the assertive discipline process and the above sanctions, the following methods are used to reinforce good behaviour.

ONGOING POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR

Staff encourage good behaviour on a daily basis in the following ways:

- Recognition of good effort and achievement during lessons and through marking.
- Displays of good work that are well maintained and changed regularly.
- Quiet praise from the teacher.
- Public praise from the teacher.

ST. MARGARET'S CHURCH OF ENGLAND PRIMARY SCHOOL
Specific area rules.

1. If a child is absent from school, he or she must bring a note from a parent or guardian explaining the absence. It is not necessary to telephone when a child is absent but if the absence is likely to be prolonged, we would appreciate a letter.
2. No child is allowed to leave the school premises without permission between the beginning of the morning session and the end of the afternoon session, except a child returning home from lunch.
3. Infants are not allowed in the following places without permission: the kitchen, the service road to the kitchen, the junior playground, or either staircase.
4. Juniors are not allowed in the following places without permission: the kitchen, the service road to the kitchen, or the infant playground.
5. There must be no running inside the building.
6. The climbing of buildings, walls, gates or fences is forbidden.
7. Fire hoses, hose reels or fire extinguishers must not be touched.
8. Any damage to buildings or equipment must be reported at once. Intentional or malicious damage is a serious offence, and will be dealt with severely.
9. It is forbidden to bring any of the following items to school: Chewing gum; matches; water pistols; catapults; knives; or other dangerous objects.
10. The throwing of any object, such as a stone, is strictly forbidden.
11. No fighting of any sort is allowed.
12. Misbehaviour, either on the way to school, or on the way home is a punishable offence.
13. The wearing of any jewellery, with the exception of watches, is not allowed.

14. Children on foot must not use the vehicle entrance.

15. Only balls, which are sponge on both the outside and the inside, are allowed in the playground at playtimes.

ST. MARGARET'S SCHOOL IS COMMITTED TO ENCOURAGING GOOD BEHAVIOUR IN AN ATMOSPHERE OF MUTUAL RESPECT AND LOVE.

WE WISH TO EMPHASISE THAT ALL MEMBERS OF THE SCHOOL COMMUNITY HAVE A PART TO PLAY, THE STAFF (TEACHING AND NON-TEACHING), GOVERNORS, PARENTS AND CHILDREN IN ENSURING THE ETHOS OF THE SCHOOL IS MAINTAINED.

WE LOOK TO ALL THOSE CONCERNED THAT THIS POSITIVE POLICY OF DISCIPLINE IS ACHIEVED, AND THAT ITS NEGATIVE ASPECTS ARE AVOIDED.

BULLYING

The staff at St. Margaret's take a very serious view of bullying. It is covered under a separate policy.

RACIAL HARASSMENT

Racial harassment takes many forms. The commission for Racial Equality's definition is **'violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism'**.

All incidents must be taken seriously and, as with bullying, it must be made clear to pupils that such practices are unacceptable and will not be tolerated. Racial harassment does not happen only in schools with large ethnic minority populations.

All incidents of Racial Harassment must be reported to the Head who will keep records and file a report to the LEA as necessary.

School Staff must act, and importantly, be seen to act firmly against racial harassment wherever and whenever it occurs.

Racial harassment is a form of bullying and where appropriate, the "No Blame" process described under the bullying section should be followed.

SCHOOL GOLDEN RULES

We will do our best at all times and do nothing to stop others learning.

We will do this by:

1. Be Honest
2. Take responsibility for your own actions.
3. Move sensibly and safely around the school building.
4. Be polite and show respect for others.
5. Try your best at all times.

If you break a Golden Rule during the day:

First Time

You will be reminded of the Golden Rule and internal class action ie moved/verbal warning

Second Time

Your name will go on the board/yellow card

Third Time

Red card to phase leader