

# St. Mary's Church of England Primary School

## Fownhope

## BEHAVIOUR POLICY



*What we nurture today, flourishes tomorrow*

**UPDATED JANUARY 2019**

*A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".*

## **Aims and Objectives**

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 and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. We aim to treat all children fairly and to apply this behaviour policy consistently.

The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

This policy should be read in conjunction with the school's Anti-Bullying Policy.

## **Staff Responsibility**

Behaviour management and the implementation of this policy is the responsibility of all staff at St Mary's.

All adults in school have a responsibility to model high standards of behaviour.

Adults are expected to:

- Create a calm and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect

It is the responsibility of all adults to implement the behaviour policy **consistently** throughout the school.

When a pupil misbehaves, it is the responsibility of all adults to listen to that pupil without interruption at the appropriate time. Adults should not act on information until all areas of the investigation have been explored.

## **The Role of the Pupil**

Children of primary school age are still learning to socialise and develop their own opinions. Occasionally, and despite all efforts, conflicts will arise and this policy includes the strategies used by the school to address these minor conflicts. This is different to bullying, which involves applying power and control consistently. St Mary's takes the issue of bullying very seriously and addresses the issue in the school's Anti-Bullying Policy.

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say.

## The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher must be a role model for the children and treat each child fairly, with respect and understanding.
- The class teacher must keep a log of any behaviour issues, which can be referred to as necessary.
- Class teachers should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.
- If a child misbehaves repeatedly in class, the class teacher initially deals with incidents him/herself in the normal manner. However, if misbehaviour continues, then the intervention of the Headteacher will be sought.
- It should be understood that not every possible behaviour can be listed within our three 'traffic lights'; therefore the class teacher will use his/her professional judgement and discretion to deal with any misbehaviour not explicitly listed. If the teacher is unsure of the action to take in response to an unlisted incident, he/ she will ask the advice of a member of the Senior Leadership Team before making a final decision.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Headteacher and / or the Designated Safeguarding Lead) if there are concerns about the behaviour or welfare of a child.

The school's pastoral support assistant is available to support children who, for a variety of reasons, find the school environment challenging. The Headteacher, in agreement with staff, decides which children need to be supported; the pastoral support assistant reports progress to the class teachers and the Headteacher (and, if relevant, the SENCO).

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the education social worker or the LA's behaviour support service.

### **The Role of Support Staff**

- Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They will inform class teachers of any inappropriate behaviour. When in charge of a class, a higher level teaching assistant can assume the role of the class teacher with regard to moving children's names on the behaviour chart and issuing rewards and sanctions.
- Lunchtime supervisors expect children to follow the school rules at all times. They can award stickers to reward pupils who have shared well and displayed acts of kindness. They can also award house points for good behaviour, which the children will receive when they return to the classroom after lunchtime. Lunchtime supervisors are able to give a pupil a 'warning' if they break a school rule; if the pupil continues to misbehave, he/ she may be given 'Time Out' by the lunchtime supervisor, which involves standing at the edge of the playground/ field for a period of time determined by the supervisor. Any unacceptable behaviour during lunch break is reported to the class teacher at the end of the session so that appropriate action can be taken.

### **The Role of Parents and Carers**

Parents and carers are expected to support the actions of the school in its implementation of the behaviour policy; they are asked to address any queries regarding sanctions firstly to the class teacher, then to the Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school.

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

If the school has to use reasonable sanctions to punish a child we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing

Body, in accordance with the school's complaints policy (available on the school website or from the school office).

## **The Role of the Governing Body**

The Governing Body will support the school in the implementation of the policy. When necessary it will give advice to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues.

The Governing Body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Behaviour Management Strategies at St Mary's**

St Mary's has a number of different strategies in place to promote good behaviour and, where necessary, to guide staff when reprimanding pupils. These are consistent throughout the school, from Reception to Year 6 (Pre-School have different strategies - see Appendix 2), and enable the staff to reward or admonish a wide range of behaviour, not just extremes.

## **Behaviour Traffic Lights**

These are the most comprehensive of the school's behaviour strategies and were written in consultation with the pupils. Different behaviour is classed as Green, Yellow or Red and there are rewards or consequences when a pupil's name is moved to one of the colours.

For a full list of what constitutes Green, Yellow or Red behaviour please see Appendix. In brief, Green represents good behaviour - following school rules, listening well, being kind and thoughtful. Yellow covers behaviour such as poor manners, chatting in class, missing homework, name calling and minor damage to property. Red constitutes the worst behaviour - bullying, stealing, major disruption and damage to property; pupils can also be moved to Red if they are persistently committing 'Yellow' offences. Pupils who respond to having their names moved to Yellow or Red with exceptionally good behaviour can move 'back up' the colours.

- All pupils start each day on Green (each classroom has the three Traffic Lights attached to the wall with name tags) and if the day ends with all pupils still on Green then the whole class is rewarded, often the rewards building up to some treat at the end of term.
- Pupils who are moved to Yellow receive a minor punishment - usually missing a playtime. They may also be sent to work in a different class for a short period of time.
- In those rare cases where a pupil is put on Red, that pupil will be sent to the Headteacher for a more serious consequence. This might involve missing a number of playtimes or a school trip. At the Headteacher's discretion (and in the more serious cases) the pupil's parents or carers will be informed. Any behaviour which is deemed illegal will lead to the relevant authorities being informed.

- In addition to the above, in September 2017 all teachers added a 'Gold' section to the top of their class behaviour chart. A child's name will be moved onto this section in the case of exceptionally good behaviour; this will be rewarded, e.g. with extra house points and communicated to the whole class in praise of the achievement.

## **Behaviour Rocket**

Similar to the Traffic Lights, this is used in Violet Class (Reception) where, due to the pupils' young age, the teacher requires more scope for moving names 'up and down' depending on behaviour; there are therefore more stages which can be moved to. Consequences of moving 'down' to the Orange or Red sections include missing playtimes or in extreme cases being sent to the Headteacher. Reaching the Gold section at the top of the rocket will result in a small reward.

## **House Points**

House Points are used throughout the school to reward good behaviour, excellent school work, helpfulness and acts of kindness to others. House points can be awarded by any member of school staff. Pupils are allocated one of four houses when they start at St Mary's and before Good News Assembly on Friday afternoon the house points are counted to see which house has won the most points that week. The house with the most points ties ribbons of their house colour to the trophy, which is then displayed in the main corridor until the next Good News Assembly.

## **Other Rewards**

Individual class teachers also use their own rewards such as 'marbles in a jar' and whole class treats to promote good behaviour.

## **Good News Assembly**

This is held weekly at 2:40 pm on a Friday, when parents are invited to watch one child from each class being awarded the 'good news award'. This is often awarded for good effort or work but teachers can choose to use this opportunity to reward good behaviour or displaying any of our Christian values.

## **General Behaviour Strategies**

There are a number of general strategies that are used in St Mary's to promote good behaviour. A raised hand by a teacher informs all present that silence is required immediately - children are expected, as well falling silent, to raise their hand in response. Alternatively, the teacher may clap a pattern; this is a signal for the children to clap back the same pattern and then fall silent and focus on the teacher. Some teachers count down from 5 to 0 and upon 0 the children must be silent and still.

The sounding of the school hand bell, usually at the end of break times, is also a signal for silence. A second ring of the bell indicates that pupils should walk into school quietly to continue lessons.

Each class writes their own class rules together so that the pupils are made to feel involved and responsible.

Finally, the school rules are prominently displayed around the school:

- Be kind and gentle
- Respect others and our school environment
- Be honest and reliable
- Believe in yourself.

## APPENDIX 1 - Behaviour Traffic Lights

### 'Green' Behaviour



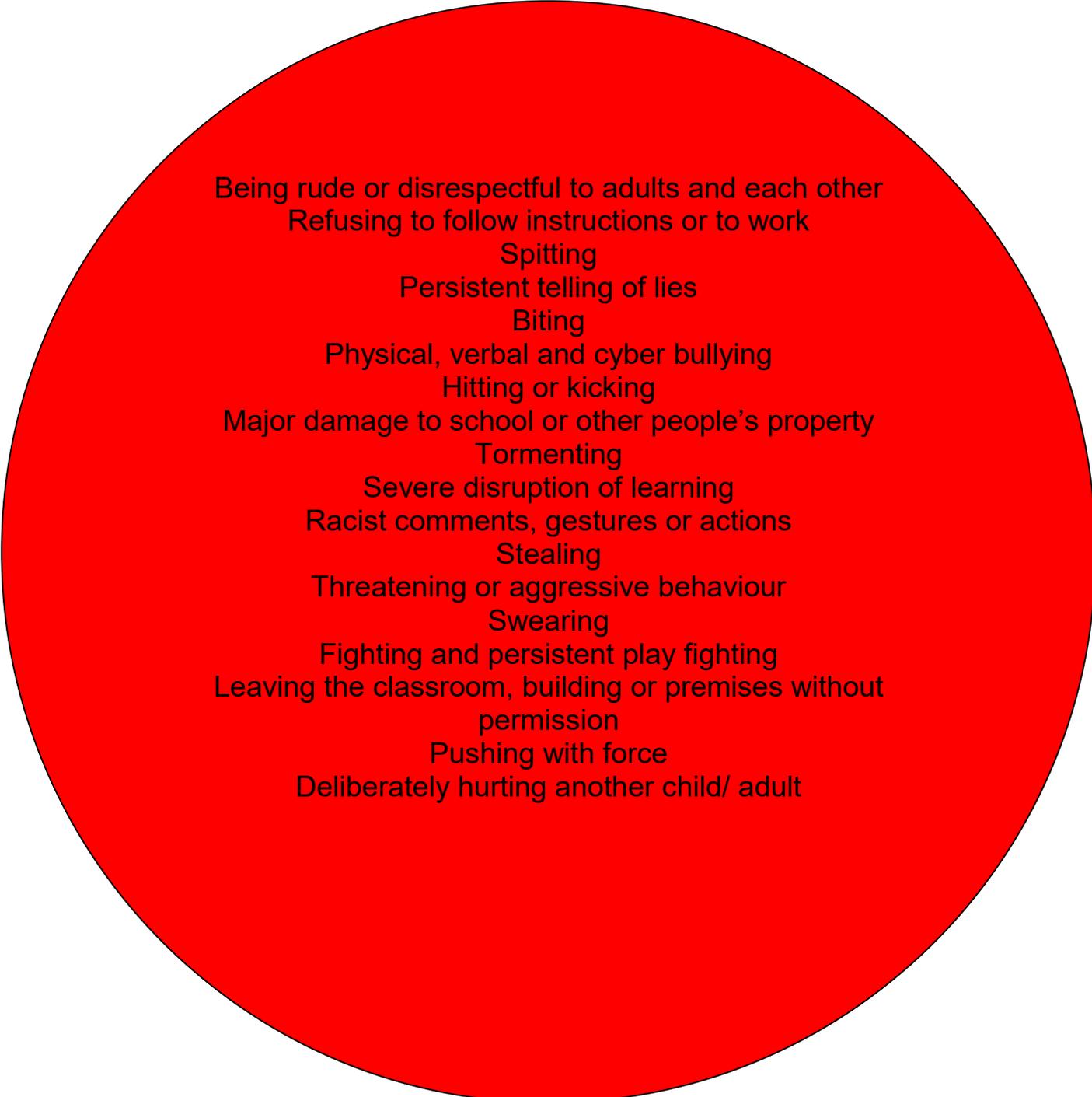
Co-operation and teamwork  
Patience  
Being punctual and prepared  
Respecting each other and their property  
Following rules and instructions  
Walking quietly around the school  
Listening to adults and each other  
Good manners –please and thank you  
Always being thoughtful, honest and responsible  
Paying attention  
Hands up to speak  
Correct school uniform including PE kit  
Being helpful, kind and caring  
Lining up sensibly and quietly  
Having a positive attitude, working hard and always  
doing your best

## 'Yellow' Behaviour



Answering back  
Not following or ignoring instructions  
Talking in assembly or class  
Poor manners  
Persistent late homework or forgotten PE kit  
Running around school  
Showing a lack of respect for other people and their property  
Encouraging other children to misbehave  
Minor damage to school or other people's property  
Telling lies or being dishonest  
Calling out or interrupting when someone is speaking  
Not being prepared for a lesson  
Disrupting a lesson or distracting others and preventing them from learning  
Being in the wrong place  
Name calling and hurtful comments

## 'Red' Behaviour



Being rude or disrespectful to adults and each other  
Refusing to follow instructions or to work  
Spitting  
Persistent telling of lies  
Biting  
Physical, verbal and cyber bullying  
Hitting or kicking  
Major damage to school or other people's property  
Tormenting  
Severe disruption of learning  
Racist comments, gestures or actions  
Stealing  
Threatening or aggressive behaviour  
Swearing  
Fighting and persistent play fighting  
Leaving the classroom, building or premises without permission  
Pushing with force  
Deliberately hurting another child/ adult

## Appendix 2 - Pre-School Behaviour Strategies

St Mary's Pre-School have their own behaviour strategies, based around the whole school ethos of being kind and considerate to others. The principal strategy is for children who misbehave to spend time on a 'thinking cushion' where they are encouraged - for a short time - to think about how their behaviour has affected others. Individual pupils also have their own sticker reward charts to promote good behaviour.

In line with the school's guidelines this policy will be reviewed biennially.

This policy was approved by the Governing Body on:	
Signature of Headteacher:	
Signature of Chair of Governors:	
Review Date:	January 2021