



St John the Baptist CE VA
Primary School, Pebmarsh

Behaviour Policy

Spring 2016

Excite-Embrace-Encourage-Excel

OUR VISION STATEMENT

Every child in our school knows learning is exciting and that within him or herself there is the capacity for success.

Each member of our community is encouraged to be adventurous, innovative and creative.

Together we welcome problems, knowing its ok to be stuck because those who never make a mistake,
never make a discovery.

In this school we applaud effort, resolution and commitment, fostering a positive and caring attitude to all life.
Our pupils will have the strength, confidence and courage to become life long learners and independent thinkers,
embracing and enhancing the world around them.

'Good behaviour is a necessary condition for effective teaching to take place'
(Education Observed 5 – DES 1987)

The Staff and Governing Body accept this key principle and seek to create an environment, which reflects the overall aims of the school and in particular, encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

At the outset is of utmost importance to state categorically that the school community of St John the Baptist CE VA Primary School, Pebmarsh has high expectations of behaviour and that the children at our school strive to attain 'The Pebmarsh Polish'. As a result we have low incidences of minor issues.

In class, through assemblies and at home, children should learn the difference between right and wrong; what is acceptable, what is unacceptable and where the boundaries are. As staff we have an important responsibility to secure a caring environment for all the children in the school.

The school will provide a safe, caring, calm atmosphere, where learning can take place. All staff will ensure that pupils are listened to and treated with equal respect. There must be a clear expectation of good behaviour from all staff and consistency and fairness when dealing with pupils.

Our school is a community and therefore each individual's behaviour and attitudes influences and affects the other members. Every child has the right to play and learn without interference from others. Children are expected to have a proper regard for authority and recognise the teacher's right to teach and all children to learn. All staff should be treated with consideration and respect. It is also important that the school has positive attitudes of support from parents and community.

Staff will support and encourage caring and co-operative behaviour and to discourage anti social behaviour. They must enable pupils to develop high self esteem, confidence and a range of social skills and moral values.

This school does not tolerate disruptive, aggressive or bullying behaviour. We consider a bully is someone who deliberately hurts, threatens or frightens someone else in physical or psychological way over a period of time.

We believe that children are happier and more secure in a calm and well disciplined environment. We manage the children's behaviour in a calm, fair and positive manner, appropriate to the age of the child and the incident. As the children grow, we aim to help them to develop a sense of responsibility for themselves and others and ultimately achieve a form of discipline that is self motivated

There must be a commitment to the policy from all the members of the school community.

Aims of the whole school Behaviour Policy

- ❖ To help children sustain patterns of good behaviour and respect for others.
- ❖ To define acceptable standards of behaviour
- ❖ To encourage consistency of response to both positive and negative behaviour
- ❖ To promote self-esteem, self discipline and positive relationships
- ❖ To ensure that the school's expectations are widely known and understood
- ❖ To encourage the involvement of both home and school in the implementation of this policy
- ❖ To offer useful strategies if things go wrong and if difficult situations arise.

Standards of Behaviour

At St John the Baptist CE VA Primary School we realise that children can bring to school a wide variety of behaviour patterns. We understand that we must all work together towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Persistent bad behaviour will always be discussed with the child and parents in order to agree an effective solution to resolve the problem. Experience shows that when parents work in partnership with the school, the outcome is usually successful.

Our school is committed to reinforcing positive personal attitudes and behaviour. In partnership with parents, we aim to increase the repertoire of children's responses and abilities to solve problems.

School rules are used to promote a sense of responsibility; awareness and concern for others; safety for the children; and are valuable in ensuring the running of the school.

At the beginning of the school academic year the Headteacher/Deputy Headteacher will work with the whole school through Whole School Assemblies and School Council meetings to develop /reaffirm the '**Pebmarsh Five**', our 'golden rules' for the whole school which lead to the gaining of the '**Pebmarsh Polish**'. Thus the children will be exploring and discussing their behaviour priorities for the school and will have ownership of the '**Pebmarsh Five**' as created by the whole school during the Autumn Term of 2013.

Opportunities for cooperation and team work are taken across all curriculum areas and in a form relevant to the age of the class. In particular PSHE and assemblies provide excellent opportunities to develop children's attitudes and behaviour. Children throughout the school are given responsibilities to work with younger children and to share their playtimes.

When necessary, opportunities for individual and group support to learn positive play strategies and to develop social skills are built into positive behaviour programmes as necessary.

Rights, responsibilities and respect are core values in school and are regularly revisited by all the children in age appropriate formats via class times, assemblies and whole school council meetings

Rules and Procedures

Rules and procedures should be designed to make clear to children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling children 'what to do' rather 'what than not to do'
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole.

School Ethos ~ Adult Role Models

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

All adults in the school should maintain the positive atmosphere in which good behaviour is the focus.

As adults we should aim to

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

When incidents occur staff need to acknowledge that different strategies may be needed. It is important to know the child well and ensure consistency of approach with all adults coming into contact with each child. Fair play is essential when dealing with children's behaviour, and sometimes flexibility is needed to take account of individual circumstances.

Adults will be prepared to listen to children, time will be given for them to explain, and the child/ren must listen to the adult. Group punishments are not used at our school. If a serious incident occurs the child/ren should be removed for a cooling down period and the Headteacher informed.

If events take place in a busy classroom and cannot be dealt with in depth there and then, the child/ren involved will be told that they will be seen at a later time and the incident will followed up then.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

All lessons should have clear learning objectives understood by the children, and differentiated to meet the needs of children of different abilities (as set out in the school policy 'Teaching and Learning'), with children aware of the success criteria. Responses to pupils' learning, marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Rewards

- All members of the school staff are able to verbally praise children for good behaviour and / or positive attitudes.
- Class teachers may wish to informally recognise behaviour & attitude through messages to parents, individual stickers
- 'Headteacher Award' stickers are awarded for good behaviour, positive attitudes to learning
- 'The Gold Book Award' is used to promote a celebration of good work and particular behaviour improvements or attitudes children can be nominated for an entry in the Gold Book award and they receive a certificate in Celebration Assembly on Fridays.
- 'The Courtesy Cup' is awarded on a weekly basis to the child demonstrated outstanding behaviour / attitude / helpfulness / responsibilities to other or younger children.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. Clear warnings and choices should always be given prior to any sanctions.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is being punished.

At St John the Baptist CE VA Primary School we do not need, on a daily basis, a whole raft of sanctions because of our expectations and the children's desire to sparkle with '**Pebmarsh Polish**'. It is important that the sanction is not out of proportion with the offence. At a minor level an expression of disapproval, 'the look', verbal reminder, a move to a different place in the classroom are appropriate. As a small school minor misdemeanours are often known by the head purely because we are a small close knit community, so the Headteacher 'being in the know' is not as serious as it would be in a larger school.

Responses to Short-term Behaviour Problems

The following sanctions will be used when:

- A child has persisted in his or her poor behaviour and is inhibiting the learning opportunities of themselves and others;
- A child has deliberately broken a school rule

A child who persistently demonstrates poor behaviour or persistently does not finish work during lesson times will lose five minutes of their playtime / lunchtime. Any child must be supervised during this time. Supervision will be by the class teacher.

The maximum 15 minutes equates to missing all of morning break and should be seen as a significant sanction resulting from repeated short term misbehaviour. The child will be sent to the Headteacher. The class teacher will keep a record of the reasons for the loss break time. If a child misses two or more break times in a week, a note from the class teacher will be sent home to alert parents to the problem.

Any child repeatedly losing break times will be monitored by the Special Educational Needs Coordinator / Headteacher and will be placed on report and a behaviour plan put in place to help identify the cause of their difficulties and initiate strategies to overcome them.

Should the school experience anti-social, disruptive or aggressive behaviour that is frequent, we understand that sanctions alone are ineffective. In such cases careful evaluation of the sequence of events ~ 'ABC' (antecedent, behaviour and consequence), evaluation of curriculum on offer, classroom organisation and management and whole school procedures would take place to eliminate these as contributory factors. Additional specialist help and advice from external support agencies may be necessary. This possibility should be discussed with HT/SENCO.

Communications with parents

It is vital that open communications are maintained with parents at all times.

Class teachers will inform all relevant parties as soon as possible of any incident regarding poor behaviour of their child. The form of communication is dependent on the severity of the incident;

- An informal word in the playground
- A request to meet with Classteacher
- A meeting with Headteacher and/or formal letter

A copy of all written communications will be kept in each child's file.

Each Class has a Behaviour Log which is kept by the Class teacher and is analysed by Admin Staff and Headteacher monthly.

Our Phased Response to Behavioural Issues

Phase	Response: In the Class	During Break Time	During Lunchtime
One	'The Look' Verbal Warning Place move in class	Duty Teacher / LSA <ul style="list-style-type: none">• Verbal warning• 'time out' by the wall	Midday Staff / HT <ul style="list-style-type: none">• Verbal warning• 'time out' by the wall
Two	Loss of play times <ul style="list-style-type: none">• 5 mins initially• Maximum 15 mins		
Three	Repeated bad behaviour in class or during break / lunchtimes: <ul style="list-style-type: none">• Record kept by teacher• Parents informed• All other relevant parties informed Child placed on 'Week Report' ~ individual behavioural targets set as appropriate. Child to report to HT after each session.		
Four	Persistent or exceptional offence: <ul style="list-style-type: none">• Detailed record made by teacher and/or midday staff• All other relevant parties informed• Additional LSA support if required• Meeting with HT, parents and child• ABC monitoring tool used to identify specific patterns of behaviour (teacher, HT/SENCO)		
Five	Severe Offence <ul style="list-style-type: none">• Detailed record kept by Teacher / Headteacher• Parents summoned to meet with HT• Temporary removal of child to another class to work in isolation from peers.• Serious warning of consequences• SENCO & outside agencies to become involved as appropriate in devising strategies to overcome problem		
Six	Extreme Offence ~ Temporary Exclusion (LA Guidelines) <ul style="list-style-type: none">• Child isolated by HT• Inform LA & Chair of Governors• Detailed reports and any previous Phase 3+ paperwork• Child removed from the school premises• Parents informed of right of appeal to the Governors and LA• Action Planning meeting for positive return to school		
Seven	The ultimate sanction for a primary aged child is permanent exclusion from the school.		