



St Anne Stanley CE Primary School

BEHAVIOUR POLICY

St Anne Stanley CE Primary School is a school where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring environment with a strong Christian ethos.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strive to work closely with our School Council and their views and opinions are valued in the ongoing review of our procedures.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To foster the development of self-esteem, self-discipline and self-control in each of our pupils.
- To encourage respect for the individual, the school community and the school environment.
- To foster the development of tolerance, empathy and understanding. To promote a sense of community and shared values in accordance with the school's PSHE and Citizenship policy.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Objectives

- To have a consistent approach to managing pupil behaviour which will contribute to the development of attitudes and skills required to be successful, happy and socially aware.
- To ensure that the special educational needs of pupils with social, emotional and behavioural difficulties are assessed and met.
- To ensure that all staff take responsibility for maintaining good behaviour throughout the school and that they model the types of behaviour encouraged by the school policy.
- To implement a stimulating and appropriate curriculum.
- To promote pupil self-esteem and a shared sense of pride and ownership through the celebration of achievement by the school community and through the display of children's work in an attractive and well cared for environment.
- To develop effective partnership with parents.

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head teacher to ensure that school staff and pupils are aware of this policy;
- to support the Head teacher and school staff in maintaining high standards of behaviour;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

The Head Teacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- work with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- work with the school council to create a set of school rules that will encourage good behaviour and respect for others;
- monitor the effectiveness of this policy;
- report annually to the Governing Body on the effectiveness and development of this policy.

Role of School Staff

School staff are expected to:

- Implement the school behaviour policy
- Encourage good behaviour and respect for others and to apply all rewards and sanctions fairly, consistently and in line with school policy
- Promote self-discipline amongst pupils;
- Deal appropriately with any unacceptable behaviour;
- Provide interesting and well planned lessons which will contribute to maintaining good discipline;
- Attend training on behaviour management;
- Ensure the health and safety of the pupils in their care.

Role of Pupils

Pupils are expected to:

- Be polite and well behaved at all times;
- Show consideration to others;
- Contribute to class code of conduct;
- Make suggestions about whole school behaviour via the School Council;
- Obey all health and safety regulations in all areas of the school.

Role of Parents

Parents are expected to:

- Maintain good relations with the school;
- Support good behaviour;
- Sign the school's Home-School agreement;
- Ensure that their children understand and value the meaning of good behaviour;
- Support school rules and sanctions;
- Attend any behavioural support meetings.

Role of the School Council

The School Council will be involved in:

- Determining the policy;
- Devising school rules and sanctions;
- Reviewing the policy.

Rules, Rewards and Consequences

Class Rules

- Each class discuss and agree their own code of conduct.
- Each class displays the **Golden Rules** in the classroom.
- Each class participates in the **Ladder of Success**.
- **Consequences** are displayed in each classroom. Examples are: missing a playtime or a **Golden Time** class reward; parents being invited into school to discuss behaviour.
- There is a prize raffle for **Outstanding Behaviour** at the end of each week.

School Rules

- Rules are agreed by school staff and the School Council.
- These are displayed in the corridors around the school.
- Rules will change and evolve.

Rewards

- Good behaviour and achievement are celebrated weekly in **Praise Assembly** and rewarded with stickers, certificates and prizes.
- One child from each Key Stage is awarded **Star of the Week**.

Positive Handling

- Any incident which requires positive handling of a child is done in accordance with DfE guidelines;
- All incidents are recorded on a serious incident form and referred to the Head Teacher.
- Refer to guidance in the Positive Handling Policy.

Exclusion

In exceptional circumstances exclusion will be used as follows:

- Fixed term
- Permanent exclusion

All exclusions will be dealt with in accordance with Local Authority guidance.

Pupil Support

- A number of pupil support systems are in place - e.g. Mrs Scott (Pastoral Care) supports children on a one to one basis.
- All school staff work hard to ensure that these systems work smoothly;
- Quiet areas are used to support children as needed.

Outside Agencies

Support from outside agencies will be requested as necessary and will be managed by the SENCo and Senior Management Team. These services may include:

- Educational Psychologist
- Outreach support from Clifford Holroyde Specialist College
- Educational Welfare Officer
- School Nurse
- CAMHS

Incidents

All serious incidents are recorded and referred to the Head Teacher.

- **Monitoring the Effectiveness of the Policy**

This policy will be reviewed in October 2018 and the necessary recommendations will be referred to the Governors.

Mrs J Simons
Headteacher

October 2016

