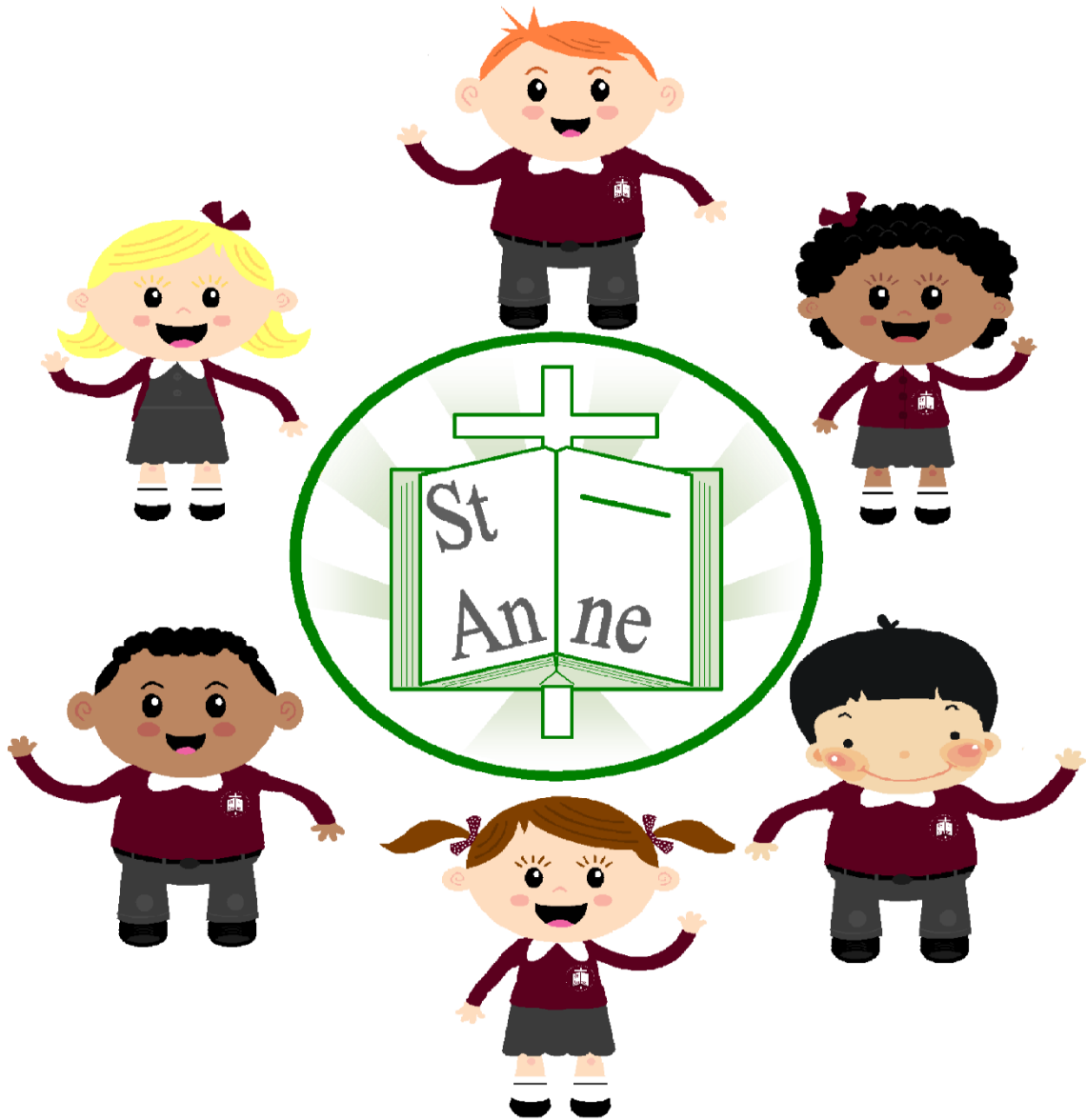


St Anne (Stanley) C of E Primary School

Behaviour Policy



Approved by: The Governing Board

Date: June 2021

Review date: June 2023



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, and so help them to find and choose acceptable ways to behave.
- 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 SLT 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 and respect to others and their belongings;
- 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 discusses and agrees their own code of conduct.
- Each class displays the **Golden Rules** in their classroom.
- Each class participates in the **Ladder of Success**.

Rewards

- Good behaviour and achievement are celebrated weekly during **Praise Collective Worship**.
- Children are awarded certificates and prizes for their efforts.
- Children are awarded 1 house point for moving up one rung of the **Ladder of Success**; two house points for moving up two rungs of the ladder and three house points for moving up three rungs of the ladder i.e. reaching the top of the ladder. Children are also given a **privilege card** when they reach the top rung of the **Ladder of Success** which they can exchange for a prize. House points are counted at the end of each half term; the house team with the highest number of points is rewarded with extra play.

Consequences

- Consequences are displayed on the **Ladder of Success** in each classroom. Moving down one rung of the ladder is a warning; moving down two rungs of the ladder results in missing 5 minutes of **Golden Time** (time allocated on a weekly basis for games and activities); while moving down three rungs of the ladder results in missing 10 minutes of Golden Time.

- Consequences can also include missing a play time or a planned class reward.
- Parents may be invited into school to discuss behaviour.

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.

Consequences

If a child chooses not to follow school rules, or displays unacceptable behaviour around the school, or in the school yard, they may be required to miss playtimes or lunch time play and the following procedures will apply:

Missed Play

- Missed play will be supervised by a teacher and will be held in designated classrooms, for KS1 and KS2.
- Children are required to sit in silence or write a letter of apology, if appropriate.
- Children may also miss lunch time play, which will be covered by a senior leader.
- If a child misses two or three playtimes/ lunchtimes over the period of a week, and this involves separate incidents, they will be issued with **Letter 1** by their class teacher. This is to inform parents that their child's behaviour has led to these consequences, on several occasions.
- If a child misses a **further** two or three playtimes/lunchtimes over a week period, for different incidents within the same half term, they will be issued with **Letter 2** and an appointment will be made with parents.

- If a child misses two or three playtimes/lunchtimes over a week period for the **third time** in a half term period, for different incidents, they will be sent **Letter 3** which involves a meeting with the Head Teacher and parents to discuss future management of their child's behaviour.
- A **Behaviour Card** or a **Home/School Communication Book**, will be issued to record and monitor future behaviour.
- Pupils may also be supported with rewards and consequences on an individual basis. For example, if pupils meet individual behaviour targets displayed on their **target card** or **reward chart** they can earn counters which can be exchanged for rewards of their choice. This is dependent on the age and specific needs of the pupil or on recommendations from external agencies e.g. ADHD Foundation, Ed Psych, SENISS.

Positive Handling

- Any incident which requires positive handling, to control or restrain a pupil, is done in accordance with DfE guidelines.
- All staff have received training in Positive Handling.
- All Positive Handling incidents are recorded on CPOMs 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 in school:

- **Mrs Scott (Pastoral Care)** supports children on a one to one basis.
- All school staff work hard to support the children in their class and to ensure that the Behaviour Policy is implemented consistently.

- Quiet areas are used to support children as needed.

Special Educational Needs and Disabilities

- All pupils at St Anne's are provided with opportunities to access all of the rewards on offer.
- We recognise that school must make 'reasonable adjustments' in the application of this policy to account for pupils' individual needs.

Outside Agencies

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

- Educational Psychologist
- Outreach support from specialist providers
- Educational Welfare Officer
- School Nurse
- CAMHS
- ADHD Foundation
- SENISS
- Seedlings Therapist
- Bobby Collieran Trust

Serious Incidents

All incidents are recorded on CPOMs and serious incidents are referred to the Head Teacher. Serious incidents include for example HBT bullying and language to which consequences apply.

Monitoring the Effectiveness of the Policy

This will be monitored through:

- Monitoring of CPOMs by the Senior Leadership Team.
- Staff meetings.
- Formal and informal monitoring of behaviour by members of the Senior Leadership Team.
- Parental feedback.
- Lunchtime supervisor meetings and feedback.
- Governor visits.

- Discussions with children.
- Listening to the views of children.