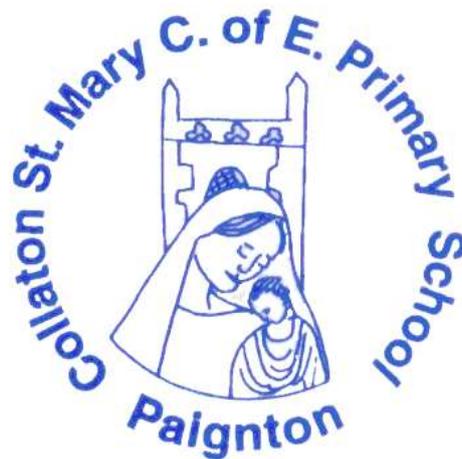


COLLATON ST MARY CE VA PRIMARY SCHOOL

BEHAVIOUR POLICY



February 2017

Reviewed at a meeting of the FGB 21.2.17

Signed:

**Our policy exemplifies the values underpinning our school mission to
'See God in everyone;
experience the Christian way of life together; be the best learners we can be'**

Rationale

Every child in our school is entitled to learn in a safe, secure and happy environment; in a learning community with high expectations and challenge in order that every child is given maximum opportunity to achieve his/her full potential. Behaviour that reflects the schools Christian ethos and values is expected by children and adults alike. This means showing consideration to others as we aim to see God in everyone; to treat others in a way we would like to be treated as, together, we contribute to experiencing the Christian way of life; and to form positive relationships in a secure environment to become the best learners we can be.

Our Behaviour Policy supports our commitment to the five outcomes of the Every Child Matters Agenda and the needs of the whole child.

Positive reinforcement of good behaviour is at the heart of our policy and will be celebrated and rewarded. From time to time behaviour may be less than expected in which case a fair and clear hierarchy of sanctions will be applied.

We believe that, with high expectations, children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour management policy. We wish to ensure a happy and caring community that encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour

As a school, we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community. . As a school, we use the Social and Emotional Aspects of Learning (SEAL) materials to support our children socially and emotionally. This helps them develop awareness of behaviour: theirs and others and helps them to respond appropriately in a range of situations that they might encounter. Some children may need additional support to manage behaviour through access to pastoral support or work with other agencies. Our Home School Agreement will make parents fully aware of our Behaviour Policy and, its success requires their support. Good communication between home and school is important as parent, child and teacher each have their respective parts to play in the promotion of good behaviour.

As part of ongoing reflection and evaluation, our policy will be reviewed regularly to ensure continued relevance and effectiveness.

Our Aims

- That behaviour at every level of our school community exemplifies our school values
- That all members of the school community are aware of the school's policy for managing behaviour
- To provide a whole school approach that relates to all aspects of school life.
- To apply our policy with consistency and impartiality
- To ensure our behaviour policy is differentiated for those children with specific needs eg children diagnosed with ADHD
- To ensure those children who may display challenging behaviour are having their needs met through a behaviour IEP
- To adopt an approach that is diagnostic and firmly rooted in our School mission 'to see God in Everyone'
- To ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.
- To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions
- To secure a commitment to excellent behaviour and an awareness of the consequences of unacceptable behaviour
- To provide a range of supportive measures to help individuals improve their behaviour where appropriate
- To prevent bullying (see Anti Bullying Policy)
- To work with families and members of the local community to create strong links and to place our school at its heart.

• Purpose of the Policy

To enable pupils:

- to develop responsibility for their own behaviour
- to develop respect for others
- to encourage and foster positive attitudes
- to develop a co-operative approach
- to develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- to develop an effective range of strategies for dealing with problems

To enable adults:

- to consistently model high standards of behaviour
- to encourage and support children to develop in the ways above
- to consistently follow an agreed format of rewards and sanctions
- to support each other with the agreed format
- to provide children with a consistent framework of expectations in their whole career at our school
- to ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. Circle Time, SEAL small group workshops and Peer Mediation

In order to promote positive and safe behaviour, we have specific routines for the following aspects:

- Rewarding achievement and good behaviour
- Noting and sanctioning unacceptable behaviour
- Arriving and departing from school at the beginning and the end of the school day
- Movement around the school
- Class routines
- Lunchtime routines
- Playground routines
- Wet weather arrangements

Codes that reflect routines will always be phrased positively

Rewards

1. Behaviour management will be underpinned by the use of positive language and reference to the behaviour not the child: e.g., 'X was not a good thing to do' rather than 'You are naughty.'
2. Praise should be used generously and linked to the behaviour: 'Well done, you're sitting really well.' 'Thank you for being ready to learn so quickly. Well done X'
3. The traffic light system including silver and gold areas will be used to celebrate the exceptional behaviour demonstrated by some children. A letter for exemplary behaviour - e.g.: X times onto gold cloud - will be sent home to parents.
4. School council groups or families will contribute to earn group **treats** through team points. Team points are an instant reward for:
 - Good work
 - Good behaviour
 - Kindness
 - Setting a good example
 - Being helpful
 - A DVD
 - Toy afternoon
 - Team games afternoon
 - Extended play
 - Others to be agreed
5. Individual team points will be recorded on charts in each class. Team points will be collated each half term and displayed on the School Council Families Team Point display in the hall. In school council meetings the winning team will be rewarded with the Gold rosette.

6. Head teacher's Awards will be presented in our weekly Celebration Act of Worship will be linked to a particular school value. The new one for the following week will be announced at the end of the celebration. Two Certificates will also be given to pupils each week where they have exemplified our school ethos Values

Sanctions

Are based upon the premise that all children can be expected to behave appropriately.

All children will begin each day on the green traffic light in the traffic light system. We will be moved up for exemplary behaviour and down for unacceptable behaviour.

Children will be given one warning before moving down. This will be phrased to encourage children to take responsibility for their behaviour: *'I'm sorry X but if you continue to do Y, you will be choosing to move to the Z part of our behaviour chart. Can I rely on you to make sure you stay on the A part of the chart?'*

If children progress to the red part of the chart, the child will automatically receive time out and complete a '4 Rs' record.

Procedures for time outs.

- These will take place in Year 6 at 12.30 – rota of duties given to all staff and also stuck in behaviour log file
- 4 'w's sheet completed for KS2 children, behaviour review sheet (with faces) for KS1
- Duty teacher to ensure sheet is completed with care and thoughtfulness
- Duty teacher to discuss sheet and remind child of behaviour expectations, teacher to sign and date before filing.
- Blank copies of sheets kept in the file and kept under RE area in Year 6
- Behaviour log to be completed each day with names and classes and brief reason for time out
- KB to review every Friday.
- Any child receiving three time outs in a half term will be asked to have a meeting with the class teacher and Key stage leader.
- KS1 children needing time out before their lunch hour should be taken to Cristy Nelson at breaktime. A log needs to be kept (in behaviour file) of 'repeat offenders'.
- The longer session of thirty minutes should only be used for consistently poor behaviour throughout the morning or previous afternoon. Teachers to use their discretion along with the traffic light system to assess length of time out for children. KS1 children to receive a maximum of 15 minutes.
- Time out sheets will be reflected upon with the child and the duty teacher. They will be filed in the school Behaviour File.
- Should three '4 Rs' be recorded by the same child in a half term, a letter requesting parents to come in to discuss with the class teacher and Key Stage leader in the first instance will be sent home. Should this happen again, parents will be requested to attend a meeting with both and team leader and the Headteacher, a series of strategies may be involved:

Home/School report book will be introduced for an agreed period.
Targets for the child matched to rewards for achievement
A charter signed by child, home and school

A record of this process must be retained in the school Behaviour File
In the event of continued misbehaviour, the head teacher would become involved and arrange a pastoral planning meeting with relevant parties to explore further supportive strategies before recourse to more formal exclusion procedures. Some extreme behaviour may trigger the immediate involvement of the head teacher. In these instances, if, in the judgement of the head teacher, individual or consecutive acts of serious misbehaviour by any child endangers the safety of that child or other children, then the head teacher may judge exclusion to be necessary:

Internal

External fixed term

Permanent Exclusion

There are appeal procedures for the above and it is vital that proper and detailed notes have been kept about the child's antisocial behaviour.

Whole school code

- We walk around school
- We do as we are asked by the adults in the school
- We talk politely and respectfully to everyone in our school
- We eat our dinner quietly, tidily and sensibly
- We let grown ups go through doors before us
- We care for our school by tidying up after ourselves and keeping it neat and tidy

Class routines

At the beginning of each year, each class will draft a class code for behaviour that is consistent with the whole school Behaviour Policy and considers rights and responsibilities.

Playtime routine

- All children need to be dismissed from the class to the outside areas at the beginning of playtime or lunch.
- The corridors will be cleared as quickly as possible only children who have permission to visit the toilet, use the tuck shop or who are monitors may be inside
- Children will play in designated areas and at playtime, a sponge-ball will be used for football.
- The end of play will be signalled by a whistle blown twice ,children standing still and becoming silent before walking to class lines.

Lunchtime routine

- Children will treat MTAs with respect and politeness. Children will be rewarded for exemplary behaviour by being awarded a behaviour sticker. This will earn a team point from the teacher at the end of lunchtime.
- All staff are to insist upon polite responses at all times. This is an expectation, not a novelty. Lunchtime in the hall is an opportunity for a quality social dining experience.
- Lunch boxes are collected from the sink areas in classrooms
- Children will be called to the lunch hall by MTA in the rota decide by the Lead MTA
- Children are encouraged to wait for others on their table to finish their meal. They are encouraged to tidy tables and the floor before they leave.
- Huff and Puff equipment will be used at lunchtimes and cleared away carefully at the end of the session.
- Play leaders will organise games with younger children

Wet weather arrangements

- Children will always be supervised in their classes.
- There will be designated activities available in different classrooms eg DVDs may be watched in Year 3, construction activities are available in Year 2 whilst children can complete drawing and craft activities in Year 4.
- Children must be quietly occupied and movement around the room kept to a minimum.

The start and the end of the school day

The start of the day

- Children should not arrive at school before 8:45 unless they are attending our Breakfast Club. Children should not be left at school unsupervised before this time.
- Teachers will be on duty to receive children in class from 8:50.
- Children will begin early morning work or the day's usual routine from 8:50. Parents wishing to see teachers are requested to keep calls on teachers' time at the beginning of the day to a minimum and, if possible, see the teacher at the end of the day.

The end of the day

- Children will be dismissed from class at the end of the school day with the belongings that they need and leaving the cloakroom in good order.
- Younger children will be dismissed directly to parents/adults who are collecting them
- No games should be played on the school premises after school (either with personal or school equipment)
- Children should not play on the KS1 play area or with KS1 toys

Appendix 1**Charter of Rights and Responsibilities**

All members of our community have both rights and responsibilities that extend from our mission and our values. We have

- a right to learn/work in a safe and secure environment.
- a responsibility to follow the school/class routines to ensure our own safety and that of others

- a right to quality learning opportunities appropriate to our needs.
- a responsibility to take advantage of learning opportunities and engage positively.

- a right to be respected and to consideration for our belongings.
- a responsibility to show respect to others and for their belongings.

- a right to be listened to; to express feelings, concerns and fears in a respectful manner;
- a responsibility to listen to the view points of others respectfully.

- a right to be spoken to in a friendly, respectful and polite way.
- a responsibility to speak to others in a friendly, respectful and polite way

- a right to an apology when someone's inconsiderate words or actions have hurt us.
- a responsibility to say "sorry" when we have hurt others or when things have gone wrong.

- a responsibility for our words and actions and
- a right to be supported to develop positive strategies to manage behaviour.

At the beginning of each school year, classes will consider the charter and what it means in the context of the class/school. They may translate the charter in words and phrases that are meaningful to them and illustrate with examples.

Appendix 2

Collaton St Mary CE VA Primary School 4Ws Sheet

Name _____ Class _____

What I did (against our class rules) _____

What rule (or right) I broke or infringed _____

Why I did it (my explanation) _____

What I think I could do to put things right

Teacher/Parent comments _____

Signed _____ Date _____

Appendix Three –
Letter sent to parents – October 2014

Dear Parents and Carers,

This term you may have noticed through our letters to parents, and comments that the children are making about their learning that we are trying to evolve into a **Growth Mindset School**. This is informed by a theory of learning, researched and pioneered by Professor Carol Dweck, that demonstrates that the most successful learners and achievers are those with a growth mindset rather than a fixed mindset. We are aiming to teach the children that they can all achieve and succeed – regardless of their starting points - through hard work, determination, being ‘stuck’ in learning, and through learning from mistakes. This is a very well researched educational theory, and there is lots of information on the internet should you wish to find out more.

This approach has led us to reconsider our current reward systems in school, following discussion with all our children in school council meetings. We have decided to change some of our awards and certificates so that we reward learning behaviours to encourage a growth mindset. We will be relaunching our new approaches to rewards with the children over the next couple of weeks, and wanted to share these with parents too.

Our new rewards will include:

1. Team Points – The children would like to reinstate team points throughout the school for individual and class effort. The school council will consider team rewards, and we will be reinstating a team point trophy.
2. Yellow bin tickets – the children very much like this reward, but this will now focus on children making particularly impressive progress in learning or behaviour.
3. Secret Person Award - One child is chosen each day or week by adults in the room. The child's identify is kept secret at all times. At the end of the day, if the secret person has behaved well and worked hard, the whole class is given a reward.
4. Headteacher's Awards – that will be focused on growth mindset qualities
5. Kindness Awards – focusing on kindness and respect (linked to our anti-bullying policy)
6. Growth Mindset/ learning behaviour certificates rewarding effort, determination, overcoming challenges, learning from mistakes, progress over time
7. Other possible EYFS and KS1 approaches e.g. sticker charts, star of the day
8. Headteacher's special award – when children have received five certificates, they will be awarded a headteacher's special award.

We have decided to not continue with some of our traditional certificates, such as reading box certificates and gold awards, as these have previously focused on successes that may encourage a fixed mindset.

Should parents have any questions about these changes, please feel free to discuss these with your child's teacher.

Yours sincerely,

Claire Platt
Headteacher