



ST MEWAN C P SCHOOL

Policy Co-ordinator – SLT and Governors

Behaviour Policy

Date: September 2020

Review Date: January 2021

At St Mewan School, we are committed to safeguarding children. The health, safety and emotional well-being of every child are our paramount concern. Our aim is that the children will thrive during their time with us in a safe and happy environment.

Our Behaviour Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child. Good behaviour is a necessary condition for effective teaching and learning to take place **and** an important outcome of education. Maintaining excellent pupil behaviour is a significant factor in ensuring we fulfil every child's potential.

The school has high expectations of the whole school community to both set and encourage good standards of behaviour and discipline. The achievement of such standards will involve praise and rewards, sound relationships between teachers and pupils, and stimulating and effective teaching and learning. It also involves, in some instances, the application of sanctions or punishments.

The Principals:

Our Behaviour Policy is designed to:

- raise pupils' self esteem
- promote and develop empathy and respect for self and others
- develop in pupils a sense of self- discipline and an acceptance of responsibility for their own actions
- ensure regular attendance
- prevent all forms of bullying within our school community
- develop an awareness of and adherence to appropriate behaviour
- encourage pupils to value the school environment and its routines
- ensure that pupils are confident of their right to be treated fairly
- empower staff to determine and request appropriate behaviour from everyone
- acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- ensure that positive behaviour is always recognised
- work within a positive, proactive reflective approach to behaviour management
- ensure the policy is fully understood and is consistently implemented throughout the school
- ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- ensure the rights and responsibilities of all members of the school community



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Expectations of the School Community

EXPECTATIONS WITH REGARD TO PUPILS

Pupils are expected to:

- respect, support and care for each other both in school and the wider community
- attend school regularly, on time, ready and equipped to learn and take part in school activities
- to take responsibility for their own actions and behaviour
- conduct themselves around the building in a safe and sensible manner and show regard to others
- do as instructed by all members of staff (teaching and non-teaching) throughout the school day
- show respect and be tolerant of others' opinions and beliefs, irrespective of race, gender, religion and age
- behave in a reasonable and polite manner to all staff and pupils
- complete all class work in the manner required

EXPECTATIONS WITH REGARD TO STAFF

Staff are expected to:

- lead by example and have high expectations of the pupils
- promote and reinforce positive behaviour in the classroom
- to be consistent in dealing with pupils, dealing with incidents of inappropriate behaviour by following the school's procedures
- encourage the aims and values of the school and local community among the pupils
- meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support
- encourage regular communication between home and school

EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- be aware of and support the school's values and expectations
- ensure that pupils come to school regularly and on time
- take an active and supportive interest in your child's work and progress
- provide the school with two emergency contact numbers



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Whole school rules

The school adopts the following 'BRIGHT' rules.

- B – brilliant. Be ready to learn and always do your best.
- R – respect. Be polite and show good manners.
- I – instructions. Follow instructions the first time.
- G – gentle. Be kind and gentle to others.
- H – honest. Always tell the truth.
- T – take care. Tidy up and look after our school environment.

These rules have been made in consultation with staff and pupils, via the school council.

These rules are clearly displayed within the school.

Recognition of positive behaviour

St Mewan School expects good behaviour, as it believes that this will develop an ethos of kindness and co-operation and we recognise those pupils who go 'above and beyond' and consistently meet and exceed our expectations. This policy is designed to promote and develop good behaviour, rather than merely to deter anti-social behaviour.

We praise and reward pupils for good behaviour, social skills, work and other notable achievements throughout the school day in a variety of ways:

- verbal praise
- class reward systems (team points, individual points)
- stickers, certificates, prizes
- end of week/term/annual achievement awards in celebration assemblies
- peer praise
- displays of outstanding work eg. Star Writers' Board, 'WOW' work wall, Magnificent Mathematicians
- noting worthy events in the newsletter
- sent to Headteacher for extra praise
- classroom opportunities for responsibility, or 'instant celebration' of achievement
- Congratulations postcard or phone call home from a member of staff

Procedures for dealing with unacceptable behaviour:

Sometimes, even the best-behaved pupils over-step the mark in either behaviour or attitude, and at those times it may be necessary to use sanctions. Whenever sanctions are used, staff should keep a note of more serious incidents, relating to individual pupils, in their normal class/school record document.

If a child breaks one of the school's BRIGHT rules, the following system is used:



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STEP 1 – Discreet individual warning from a member of staff that their behaviour is not what is expected and a reminder of what is expected and a refocusing of the child.

STEP 2 – Time out – this could be a move within the classroom to a different area to refocus the child's attention or to the other year group teacher. In the playground this may be a short time sitting on a bench to calm down and discuss the problem with a member of staff.

These two steps involve misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor.

STEP 3 – Discussion of behaviour at the end of the lesson/session with the class teacher and a member of the Senior Leadership Team. Parents may be notified of the discussion.

This is more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment, or persistent Level 1 behaviour as described above. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor. The class teacher may involve parents.

STEP 4 – if the pupil continues to find it difficult to follow the rules or instructions a meeting will be arranged with parents, class teacher, pupil and Headteacher.

This is very serious misbehaviour or persistent mis-behaviour as described in step 3 above. Formal involvement with the Head teacher will be necessary. Additionally, other outside agencies may become involved (*A last resort may be possible short or longer term exclusion*).

Staff are expected to use discretion with this system. There may be times when a staff member feels it appropriate to move straight to step 3 or 4 immediately.

The use of sanctions should be characterised by certain features:

- it must be clear why the sanction is being applied
- any sanction should fit the level of mis-behaviour
- it must be made clear what changes in behaviour are required to avoid future sanctions
- group sanctions should be avoided as they will often breed resentment
- there should be a clear distinction between minor and major offences
- a child must not be excluded from their National Curriculum entitlement, e.g. missing P.E.
- the child should have an opportunity to explore how they, themselves, could put things right

Support systems for Individual Pupil Need:

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If there is a persistent problem the class teacher and INCO will draw up an Individual Improvement Programme/Behaviour Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties, the school will provide targeted pastoral support or mentoring by adults or peers (*i.e. nurture group, social group, draw and talk, positive play, counselling, peer buddies/mentors, etc*)

Bullying:

Bullying, in any form, is not tolerated at St Mewan School and instances are always treated seriously. Procedures followed are the same as for other types of inappropriate behaviour. There is a school Anti-bullying policy which should be read in conjunction with this Behaviour Policy.

Home/School Agreement:

Pupils, parents/carers and the school sign a Home School Agreement as a commitment to the principles within this Behaviour Policy document. Should a need arise, a reminder of the contents, principal and commitment should be provided.