



St. Merryn School Achieving Positive Behaviour Policy

Our Mission Statement

RESPECT

The fundamental principle that underpins our whole approach to school behaviour is that all members of the school community should recognise and respect the rights and responsibilities of others, linked to UNICEF Rights of the Child Charter.

Rationale

This policy is based on positive reinforcement.

At St. Merryn School we believe that a school must be a happy and safe environment for effective learning to take place. Children, staff and parents must feel confident and have a sense of belonging. Each child will be encouraged to become independent and responsible, taking an active part in his or her own learning. Emphasis will be placed on the development of the child's self-discipline and this policy aims to clarify how we aim to achieve this.

This policy is designed to ensure the safety and well being of everyone, and to create a positive atmosphere in which everyone can flourish.

The goals of this policy are:

To develop a safe, caring and secure environment where all members of the community accept responsibility for their own behaviour and respect the rights of others.

To ensure the consistent management of school rules, rewards, sanctions, ethos and behaviour within the classroom and school.

AIMS

1. That the school behaviour policy is understood, supported and followed by all school stakeholders, based on a sense of community and shared values.
2. To provide a calm, orderly and caring atmosphere in which both staff and parents work together as a partnership for the welfare of the pupils.
3. To teach, through the school curriculum, positive values and attitudes as well as knowledge and skills.
4. To encourage pupils to be polite, well mannered, helpful to each other and to become good citizens.
5. To strengthen pupil interest in learning and to foster a sense of pride in attending our school.
6. To ensure that all stakeholders benefit from this policy.

7. That the behaviour policy should focus on the reinforcement of acceptable, appropriate behaviour and outline a clear set of consequences for those who choose not to follow the accepted code of behaviour.

Moral Code

As a community, we are dedicated to the values of fairness, compassion, honesty, responsibility, respect and courtesy that contribute to a positive, diverse, safe and caring learning environment.

The School Rules

Do listen

Do be honest

Do work hard

Do be kind and gentle

Do respect others and their property

Incentives

1. Work of the week certificates
2. House Points/Tickets
3. Lots of praise and recognition
4. Stickers for good work and good behaviour
5. Golden Time/Activity Time
6. Good behaviour at lunchtime house points

Tactics for Good Discipline

- Arrange the classroom appropriately.
- Ensure that the children know the rules and the appropriate instructions at the onset of all activities.
- The children should be involved in the above process where applicable.
- Be positive and praise good behaviour whenever possible.
- Praise quickly, consistently and clearly.
- Use a variety of reinforcements for good behaviour.
- Praise the behaviour not the child.
- Make sure the child is aware of why s/he is being praised.
- Stickers, House Points/Tickets and similar rewards will be used to reinforce acceptable behaviours.
- Be calm
- Be patient
- Be consistent
- Be positive.
 - Continually praise good behaviour

- Focus positively on children who are complying with Setting boundaries
- Be a good role model

Sanctions Include

There is a clear series of sanctions that escalate in steps to give a child opportunity to modify their behaviour at each stage and based on talking to children about making good choices; the sanctions are proportionate and age appropriate.

- Verbal warning to modify behaviour.
- Warning card (yellow) to modify behaviour. This is recorded by the teacher.
- Another warning card (red) within a school week results in a class exclusion. Children spend ten minutes in another class and write a letter to Headteacher/Heads of School. A record of this is sent home to parents.
- Two class exclusions within a short period of time results in a lunchtime detention and parents are requested to meet with Headteacher/Heads of School.
- Behaviour Report – if a child continues to display inappropriate behaviour they will have a report card to be signed by their teacher at the end of the morning and afternoon session and parents will be asked to see Headteacher / Heads of School each day to discuss their child's progress. A behaviour programme may need to be introduced.

In the case of extremely inappropriate behaviour such as violent behaviour, no warning is given, and parents are immediately notified.

Lunchtimes

- Regular meetings will be held with midday supervisors
- Opportunities for training.
- Equipment, quiet areas and use of games will be regularly reviewed.
- Lunchtime incentives – House points and stickers
- Lunchtime sanctions – One verbal warning. Continued inappropriate behaviour in the same lunchtime reported to class teacher or head. Teacher then initiates the sanctions system, using their understanding of the whole child.

Children Beyond

Some children may continue to misbehave in the long term. They need to work on an agreed achievable target, with motivating reward. They could be given responsibility to build self-esteem. There will be an Agreed Contract with parental involvement with an Individual Behaviour Plan.

Containment

When all other procedures have failed, a child may individually miss lunchtimes and/or playtimes. The child will then be involved in supervised practical tasks. Parents will be informed. At these stages the behaviour plan will be supported by the Behaviour Service.

School & Home: Working together

We recognise the importance of home and school working co-operatively at all times and particularly when a child demonstrates through their behaviour that they need specific guidance and help. At school we aim to do this in a positive manner in order to foster the development of acceptable patterns of behaviour.

It is our policy to keep in close contact with parents at all times, so that any problems that might arise can be approached and worked upon together. To facilitate this the Home/School diary can be used to keep in touch and to monitor behaviour.

Nursery Class

The Nursery uses slightly different rules and consequences to enable pupils to understand. This is a generic behaviour plan, put in place to aid consistency within the Nursery. Any child, who requires it, will have an individual provision map put in place with consultation with the SENCo and Head teacher/Heads of School.

Nursery Rules:

- We use INDOOR VOICE (indoors) and KIND WORDS
- We have KIND HANDS & KIND FEET
- We WALK indoors (Show me your lovely walking)
- We SHARE our toys
- We are KIND to others

Staff Roles:

- Be calm
- Be patient
- Be consistent
- Thinking mat to always be in the same place to aid consistency
- Be positive (Do not use negative words e.g. 'No, Naughty') use STOP if required.
 - o Continually praise good behaviour
 - o Focus positively on children who are complying with Setting boundaries
- Be a good role model
- Sit with a child who is on the thinking mat to support them
- Embed in all children an ethos of saying 'Stop! I don't like that' putting two hands up if they feel uncomfortable with a situation, or feel concerned in any way.

Approved by Staff – October 2017

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