



*As a community, including children, staff, parents and governors, we seek to encourage the faith and educational journey of all our members.*

*We exist to identify the spiritual, academic, physical and professional needs of the children and staff, enabling them to affirm, support and develop each other in the spirit of Jesus.*

*We believe especially that our education must be broad and life-changing, enabling all the children to develop to their fullest potential so they may influence both the world of today and the world of tomorrow.*

## **BEHAVIOUR POLICY AND GUIDELINES**

### **INTENT**

The attainment of good standards of behaviour is essential if we are to succeed in enabling all the children to develop to their fullest potential. It is important that we aim for good behaviour in all aspects of school life. Good behaviour manifests itself in:

- being polite and kind to others
- respecting other people's points of view
- helping others
- getting on with work in school
- being able to share things with others
- taking turns
- letting others join in games and activities
- leaving other people's property alone
- being able to forgive others
- helping to keep the school looking pleasant and tidy
- caring for the school building, furniture and grounds

### **TEACHING AND LEARNING**

The quality of teaching and learning is crucial to the attainment of high standards of behaviour. A broad curriculum with a diversity of activities matched to the needs of all children can be made to provide genuine challenge and excitement, requiring sustained application leaving little time for, or interest in, misbehaviour.

Children have the right to learn and teachers have the right to teach.

UNICEF - The UN Convention on the Rights of the Child states in Article 28:  
Discipline in schools must respect children's dignity and their rights.

## **PERSONAL AND SOCIAL DEVELOPMENT**

Opportunities for fostering good behaviour are also provided through other activities within classrooms and in extra-curricular activities. Sporting and musical activities encourage qualities such as independence, self-reliance, trustworthiness, co-operation and teamwork, which lead to high standards of behaviour.

There are opportunities in Religious Education and Collective Worship to analyse situations and develop acceptable behaviour within a Christian environment.

Jigsaw is taught throughout the school to help develop children's emotional literacy. Pupils can express how they are feeling through the use of "mood plates" and worry boxes.

## **GUIDELINES FOR TEACHERS - IMPLEMENTATION**

The aim of all is to "teach children to choose responsible behaviour and, in so doing raise their self-esteem and increase their academic success." The teacher is supposed to be assertive and take full control of the classroom. He or she does that by setting up specific behaviour rules, as well as the positive and negative consequences that would result from children breaking the rules. These rules and consequences are known and understood by the children. This allows teachers to handle discipline problems with minimal disruption to the lesson.

### **The Assertive Teacher**

There are several attributes found in teachers who successfully use assertive techniques. The teacher must develop these, even if they are not a natural part of their personality. While the word "assertive" might seem negative, the successful Assertive Teacher will be friendly with children while carefully maintaining boundaries so they are not friends.

- Teachers must develop a "teacher voice," which assertively demands respect and authority. This voice says, "When I'm up here teaching, I expect that all children will have their eyes on me and will not be talking so everyone can hear what I'm saying" The teacher voice "fills the room" without shouting, so that all children can hear the teacher and are ready to respond.
- The teacher employs assertive language. Avoid "please will you..." which can be seen as a choice. Useful assertive sentence openers are:  
Thank you for...  
I've noticed that...  
I need to see you...  
I know you will...
- The teacher must always speak alone; if a child is speaking out of turn, the teacher should stop immediately and refocus the pupil. If the child is allowed to speak while the teacher is speaking, that implies to the child that they don't need to listen to the teacher.
- The teacher reacts quickly to misbehaviour and should never argue with the child if the child is misbehaving; they should repeat their request or demand of the child without discussion. The time for discussion with a child is not while the misbehaviour is in progress.
- Teachers must hold high expectations. That means there is no excuse for misbehaviour -- there may be extenuating circumstances which have led to this misbehaviour, but those circumstances do not excuse the behaviour.

- The teacher constantly monitors for positive behaviour in order to "catch" children being good, to recognise and support appropriate behaviour and let them know the teacher likes it.

To foster good relationships with children, the teacher will:

- Model the trust and respect wanted from children
- Get to know children as individuals
- Establish strong home-school ties
- Teach children the behaviours expected from them
- Motivate and excite pupils to learn
- Be consistent in following this policy

### **Positive Recognition**

Giving positive recognition is the key to motivating children to succeed.

Positive recognition motivates pupils to choose appropriate behaviour and creates a positive atmosphere in the classroom. It gives attention to those children who behave according to our expectations.

The following factors which must be considered if positive recognition is to work:-

- use positive recognition to encourage children to behave appropriately and to continue appropriate behaviour.
- increase a child's self-esteem through consistent, meaningful positive recognition.
- let the child know you notice his or her efforts.
- create a positive classroom environment for you and your children through consistent positive recognition.
- consistent positive recognition will help you teach appropriate behaviour and establish positive relationships with children.
- praise children often. It is the most powerful, effective recognition you can give.
- use a class wide positive recognition system as a means to motivate all children to learn a new behaviour or to work on a problem behaviour that the group is having.

The overuse of negative consequences and the under use of positive recognition is the major flaw in many classroom management efforts.

### **Scripts**

In times of stress, a "script" is a great tool to fall back on.

Interventions scripts become familiar and land a message.

"..., I've noticed you..."

"That's not showing me the rule of..."

"This is the third time I've spoken to you so I'll need to see you at break."

"Do you remember yesterday when you... that's the behaviour I expect to see from you now."

"Thank you for listening and..."

Scripts mark the moment and then you can move away.

## **OUR SCHOOL BEHAVIOUR SYSTEMS**

### **(i) Whole School Recognition System**

Super Star Assembly – every week on Fridays each class teacher nominates a child/children for a variety of reasons. Their names are put onto "stars" which are then shared in the assembly along with any special work. The stars are then displayed for all to see. Children are brought to the front in assembly and awarded a Super Star Sticker. Also the children's work may be shown or read out. Children are

awarded certificates to take home. This shows the parents why their child was chosen. The children's names are published on a special section on the school website.

"You've been Spotted" involves children being spotted for excellent behaviour around the school (not in their classroom) eg. polite manners. They receive a "spotted ticket" which is then drawn out of a box every Friday in assembly and they choose a small prize eg. a pack of novelty erasers.

House Points are given in every class. Points are added up and the winning house is presented with a trophy in assembly. In Reception class children are allocated a house so they feel the sense of belonging. Each house is allocated two house captains from Year 6 and they are awarded House Captain badges. Every child wears house badge with the house colour and school logo.

e.g.:

- Badges, stickers, certificates are always used to reinforce positive behaviour.
- Smiley Face notes are sent home.
- Verbal praise, telling parents.
- Table Awards.
- Individual Awards.
- Reading prizes.
- Raffle tickets.
- Taking work to the Headteacher for a Special Headteacher Award.

Each class should have a place/board where children's efforts – above and beyond what is expected by all children – can be recognised by writing the child's name and why they have been recognised.

## **(ii) School Rules**

School rules apply consistently throughout the whole school and in every classroom. It is critical that classroom rules must be easily understood and observable so that there is no room for interpretation. The establishment of classroom rules ensures that behavioural consequences, both good and bad, are based on "informed student choices". A child who is aware of the rules makes their own behavioural decisions. Once classroom rules have been established, the teacher can create their plan for positive reinforcement and corrective action.

Rules are:-

- On display in every class and around school
- Observable
- Clear and succinct
- A maximum of 5 rules
- Are written in a positive way

At the beginning of each year the children in their new classes are reminded of the school rules which are for their classroom and around the whole school. Children are also reminded of the rules at other times for example at playtimes and dinnertimes, in SEAL assemblies, whole school assemblies and when moving around school at any time.

- Always act with kindness and consideration to others
- Always listen carefully
- Always show respect and we are polite at all times
- Always work hard and try our best
- Wear our uniform with pride and look after our school.

### **(iii) Stepped Boundaries**

At St Andrew's children know that they have a choice to follow the school rules or not. If they choose to follow them they will be praised. If they choose not to follow the rules then teachers will consistently follow the stepped boundaries:

- Reminder
- Warning
- Response
- Reset
- Repair

These steps are for the adults and not the children to be aware of.

When teachers give a warning they must consider whether this is a punitive challenge or supportive.

A teacher's response should be appropriate to the situation and the child they are dealing with. The response should be certain but not necessarily severe.

Reset may involve time out. This can be within the same room. If a child is asked to go elsewhere the reason should be made clear to the child and not seen as a rejection.

Repair is a chance to reflect on what has gone wrong. Try not to make it complicated.

The conversation can be between the adult and the child; child and another child; or a group.

Some things to consider:

- What happened?
- What were you thinking or feeling at the time?
- How did this make others feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

The ethos should be a "taking of the child's hand and make them think".

### **(iv) Letter to Parents**

If the level of misbehaviour is severe or ongoing, a letter will be sent to parents to notify them of the problem. It will invite them into school to discuss the matter further. It informs parents about their child's behaviour and a reply slip must be returned to school.

### **(v) Playground Behaviour**

This follows a similar pattern with clear expectations of acceptable behaviour. Problems are dealt in a calm way using the stepped boundaries.

Lunchtime procedures are outlined in the Lunchtime Handbook.

### **Rules at Playtime:**

Children must go onto the main playground straight away.

At the end of playtime one teacher stands by the door and the other teacher stands at the green gate and blows the whistle. At the end of playtime:

The whistle is blown and everybody stands still.

The pupils are invited one class at a time to go into school.

## **Severe Misbehaviour at Playtimes/Dinner times**

Children will be sent in to a member of SLT and will be spoken to appropriately and their actions will be discussed.

### **(vi) Communication for Children**

If there are any problems at playtime, or at any time in school, children are always encouraged to tell a teacher or an adult in school. Also for the younger children, the Year 6 Buddies have a key role in helping to communicate problems. There is also a written communication which the children can use in class "Have you had a problem?" sheet which they fill in and hand to their teacher by perhaps leaving on the teacher's desk. There will also be some sheets located centrally for pupils to collect if needed.

## **EXCLUSIONS**

In the event of serious or persistent misdemeanours, the school has the power to exclude children, either for a period of time or permanently.

This action would only be taken as a last resort after other actions had failed and after consultation with parents.

The decision to exclude would be made by the Headteacher in consultation with the Chair of Governors.

## **SEN**

The aims of the school are the same for all children. We therefore regard provision for the child with learning difficulties and the more able child as just one aspect of equality of opportunity and entitlement for all pupils. (See SEN Policy and the Policy for the More Able Child). As a Dyslexia Aware school we ensure inclusion for children if they show dyslexic tendencies. The whole staff have received Dyslexia Awareness training and can recognise dyslexic tendencies. Strategies are in place to support these pupils.

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- Always listen carefully
- Always work hard and try our best
- Wear our uniform with pride and look after our school