



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

AIMS

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 pupils 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.

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.

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

GUIDELINES FOR ASSERTIVE DISCIPLINE

Our school systems to implement the policy are based upon the techniques described in Lee Canter's book. 'Assertive Discipline - Positive Behaviour Management for Today's Classroom'.

The aim of Assertive Discipline is to "teach students to choose responsible behaviour and, in so doing raise their self-esteem and increase their academic success." Assertive Discipline emphasizes the role of the teacher. 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 students listening to or breaking the rules. These rules and consequences are known and understood by the students. Assertive Discipline 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 the Assertive Discipline technique. 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 students 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 students will have their eyes on me and will not be talking so everyone can hear what I'm saying" (Assertive Discipline 9). The teacher voice "fills the room" (Assertive Discipline 10) without yelling, so that all students can hear the teacher and are ready to respond.

- The teacher must always speak alone; if a student is speaking out of turn, the teacher should stop immediately and refocus the student. If the student is allowed to speak while the teacher is speaking, that implies to the student that they don't need to listen to the teacher (Assertive Discipline 11).

- The Assertive Teacher reacts quickly to misbehaviour and should never argue with the student if the student is misbehaving; they should repeat their request or demand of the student without discussion. The time for discussion with a student is not while the misbehaviour is in progress (Assertive Discipline 12-13).

- Teachers must hold high expectations. That means there is no excuse for misbehaviour (Assertive Discipline 16) -- there may be extenuating circumstances which have led to this misbehaviour, but those circumstances do not excuse the behaviour.

- The Assertive Teacher constantly monitors for positive behaviour in order to "catch" students being good, to recognize and support appropriate behaviour and let them know the teacher likes it. (Canter, Phi Delta Kappan 58).

- To foster good relationships with students, the Assertive Teacher will:

- Model the trust and respect wanted from students
- Get to know students as individuals
- Establish strong home-school ties
- Teach students the behaviours expected from them
- Motivate and excite students to learn
- Establish a discipline plan

Rewards and Positive Recognition

Giving rewards, or positive recognition, is the key to motivating students to succeed.

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

Canter lists factors which must be considered if positive recognition is to work:-

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

Canter states that the "overuse of negative consequences and the under use of positive recognition is the major flaw in many classroom management efforts."

OUR SCHOOL BEHAVIOUR SYSTEMS

(i) Whole School Reward 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.

(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" (Malmgren and Trezek 36). A student who is aware of the rules makes their behavioural decisions knowing in advance what the consequences will be. 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) Warning and Consequence System

In Assertive Discipline children know that they have a choice to follow the school rules or not. If they choose to follow them they will be praised and will receive rewards. If they choose not to follow the rules then they receive a "Warning". There are consequences according to how many warnings they have received in one day. All classes have the same School Rules and use the same system of Warnings/Consequences.

The "warning" is also used to minimise any disruption to learning or activities in class or school. Once the child has been identified as behaving in an unacceptable manner the teacher says "Alfie - Warning" and the teacher continues with the lesson. The warnings are recorded on a chart somewhere in class. As a further visual aid some teachers also use traffic lights. The consequences are then faced the next day.

It is important that all children start a clean slate the next day - warnings are not accumulated over the week.

Warnings

- are a choice
- do not work in isolation. They must be balanced with positive support.
- are organised into a hierarchy, increasing in severity to informing the Headteacher and parent.
- there is a Severe Clause for dealing immediately with severe misbehaviour.
- Headteacher/Deputy may inform parents of persistent or severe misbehaviour.

Consequences

- i. First recorded warning.
- ii. Missing 5 minutes off playtime
- iii. 15 minutes missed at lunch time when the child writes the school rules and a reason why they shouldn't repeat their behaviour.
- iv. See Mr Marsh and Parents to receive Blue Letter

(iv) Blue Letter

The Blue Letter is used when a child has received 4 warnings on one day. It informs parents about their child's behaviour and a reply slip must be returned to school.

For a clear understanding as to what happens when a child has displayed unacceptable behaviour please see Chart of Suggested Action to be Taken (attached).

(v) Playground Behaviour

This follows a similar pattern with clear expectations of acceptable behaviour. Problems are dealt in a calm way, through discussion, rewards and warnings/consequences.

At playtimes (with teachers on duty) if a child behaves in an unacceptable way they will receive a "Warning" card which they then have to hand to their class teacher after playtime. The teacher on duty will also tell the relevant class teacher at some point in the day.

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 morning playtime:

1st whistle everyone stands still KS1 walk calmly into school, KS2 football is picked up and all children in KS2 stop all games and stand still.

2nd KS1 walk calmly into school

3rd KS2 walk calmly into school

In the afternoon there are only two whistles as only KS1 children are on the playground.

Severe Misbehaviour at Playtimes/Dinner times

Children will be sent in to Mr Marsh and will be spoken to appropriately and their actions will be discussed. They will then miss 15 minutes in the photocopying room at dinner time the next day.

Lunchtime Time Out

The Headteacher's office is used for any severe misbehaviour at playtime/dinnertimes. The Photocopying Room is used for children on a 15 minute time out. A member of the SLT, who will be on a rota, will staff the room for 15 minutes where the children will sit by themselves in silence and complete a proforma as to what they think they have done and will also copy out the School Rules. This will depend on the age of the child. This is not a time for discussion into what they have or have not done.

(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.

REFERENCES

"A Whole School Behaviour Policy" Roy Lund

Revised Policy 2012

Reviewed Date: November 2015

Version 5

Reviewed: November 2016

Version 6

Reviewed: May 2018

Appendix 1: CHART OF SUGGESTED ACTION TO BE TAKEN

Unacceptable Behaviour	Suggested Action to be Taken
<u>Incidental – examples</u> <ul style="list-style-type: none"> • Child out of place • Calling out • Interrupting teacher • Ignoring instructions • Talking when asked not to • Silly behaviour 	<u>By Class Teacher/Teaching Assistant</u> <ul style="list-style-type: none"> • Reminders • Receive “warning” – see chart of warnings/consequences • Show disapproval • Complete unfinished work at playtime • Possible change of seating
<u>Less serious – examples</u> <ul style="list-style-type: none"> • Disregard for property • Not working in class • Causing disturbance • Unwillingness to follow instructions • Being cheeky • Annoying other children • Spoiling others’ games • “Fighting” on playground eg. hitting/pushing/kicking 	<u>By Class Teacher</u> <ul style="list-style-type: none"> • Change of seating • Receive “warning” • Informal contact with parents – see chart of warnings/consequences • Record incidents on CPOMs • See order of consequences
<u>More Serious – examples</u> <ul style="list-style-type: none"> • Serious incidents of harming another child intentionally • Serious damage of property • Outright refusal to do set tasks • Any challenge to a member of staff • Swearing 	<u>By Class Teacher</u> <ul style="list-style-type: none"> • Straight to Headteacher • Record incidents on CPOMs • Exclusion for 30 mins to another class • Immediate “blue” letter to parents
<u>Very serious – examples</u> <ul style="list-style-type: none"> • Complete non-compliance • Verbal abuse to any staff • Stealing • Serious harm to others with intent 	<u>Headteacher/Deputy Headteacher</u> <ul style="list-style-type: none"> • Requires immediate involvement by HT/DH if restraint is required. • Record incidents on CPOMs • HT/DH to contact parents as soon as possible the same day. • Possibility of fixed term exclusion by HT
<u>Extreme Cases – examples</u> <ul style="list-style-type: none"> • Extremely dangerous or violent behaviour • Serious verbal abuse to any staff • Any physical abuse to any staff 	<u>Headteacher involvement</u> <ul style="list-style-type: none"> • HT involvement immediately • Probably fixed term exclusion • Child sent home with work • Permanent exclusions considered after similar incidents • Record incidents on CPOMs • Report to governors/LEA after exclusion

CONSEQUENCES

1. 1st recorded warning
2. Missing 5 mins off playtime in classroom
- 3 15 mins in corner room at lunchtime
4. See Headteacher or member of SLT and parents to receive a Blue Letter.

In the case of very serious and extreme cases of behaviour parents will be contacted and seen by the Headteacher or member of SLT at the earliest opportunity.

At St Andrew's CE Primary School we...

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