

St. Andrew & St. Francis CE Primary School



Behaviour Policy

Chair of Governors	A.Frederick
Acting Head teacher	J.Kelly
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St Andrew & St Francis School is a Church of England School, founded on Christian beliefs and is inclusive in its welcome to all in the parish. By working together in a secure, enjoyable and supportive environment, we encourage positive behaviour; celebrate success and achievement; inspire a love of life- long learning; and enable all members of the school to reach their full potential.

We expect all adults to co-operate with our positive management approach as consistency will ensure success.

AIMS

We will aim to:

1. Provide a clear structure which identifies, encourages and rewards good behaviour. We recognise that good behaviour arises from knowledge and practice and therefore we provide children with opportunities for developing the skills which lead to self-discipline.
2. Provide fair and just interventions which identify right and wrong and clearly indicate the consequences of choosing unacceptable behaviour. We recognise the importance of protecting a child's self- esteem by dealing with the behaviour and not labelling the child.
3. Promote clear expectations for everyone in our school community to discourage and eliminate bullying, racism, sexism or other unacceptable behaviour so that children can live and learn in a positive school environment.

EXPECTATIONS

All members of the school community have high expectations of an agreed code of behaviour in school. With these expectations come responsibilities for maintaining a positive and caring environment where:

- Children expect to learn and play in a safe and supportive environment
- Parents expect their children to be learning in a safe, stimulating and harmonious environment
- Staff expect to be able to teach without disruption or disturbance in lessons
- All staff expect to work in an environment which is conducive to fulfilling their role of supporting children's education and the smooth running of the school
- Everyone expects relationships in school to be co-operative and respectful

The responsibility for fulfilling these expectations are shared throughout the whole school community, where:

- Children are responsible for developing self- discipline and competent social skills
- Parents are responsible for, and expected to, support the school's discipline policy and practice
- Staff and Governors are responsible for upholding the philosophy and consistency of approach to the schools' policy and practice
- Staff and Governors are responsible for ensuring parents are informed of the schools' behaviour policy. (e.g. through, our website, Stan and Fran, parents letters, minutes of the Governors meetings)

BEHAVIOUR CODE AND RULE

Throughout the school, we aim to have a consistent approach to developing a positive and supportive community.

THE SCHOOL CODE

1. Think first
2. Be kind to others
3. Be safe and sensible
4. Care for the people and the things around you
5. Try your best

The school code forms the basis of expected behaviour throughout the school and for all school activities. Children are reminded that they travel to and from school in school uniform and are therefore representing the school.

CLASS RULES

At the start of the school year, each class discusses and formulates the class rules. These are signed by all members of the class, to indicate agreement with the rules and are displayed in the classrooms. A photocopy of the class rules is sent home to parents of the children in the class. Pupils who join the school mid-year will be expected to sign and agree to the class rules.

PLAYGROUND RULES

Through collaboration and discussion, the members of the School Council agreed a set of rules for the playground to promote a positive play environment. These rules are displayed on the outside of classroom walls. Adults on duty in the playground refer to these rules to support children's behaviour in the playground.

CURRICULUM LINKS/TEACHING AND LEARNING

In school, we offer opportunities for nurturing positive behaviour.

- Children are taught about behaviour choices and conflict resolution through the Personal Social Health and Citizenship Education (PSHCE) curriculum. School Assemblies and Religious Education teaching, are used to help children explore relationships within their own lives and promote mutual understanding and respect for others.
- All adults, (staff, governors, parents and visitors), are expected to model appropriate behaviour at all times, encouraging children to learn from the positive models within the school community.

We place emphasis on rewarding good behaviour and teaching children to be responsible for their own behaviour. In order to ensure consistency throughout the school we follow a system of rewards and sanctions. Dojo's are used for rewards and sanctions as shown in the following table, (See attached appendices). Parents are included in the behaviour system, and staff, are expected to keep parents informed of their child's behaviour and successes in school.

MONITORING

The Senior Management Team regularly scrutinises the behaviour across the school and a report is made to the governors. Records of achievement are kept and monitored to ensure equality of opportunity regarding race and gender.

Appendix 1

Class DoJos and House Points – a summary

Refer to 'Rewards and Sanctions in the Classroom' and use as part of a classroom display.

Class DoJo – gives a whole class profile of positive and negative behaviours and profiles of individual children.

Rules

- 6 Whole School rules
- Consistent use of DoJos throughout the school
- Dojo Categories uniform throughout the school

Rewards

- Positive DoJos are awarded for any of the school rules - recorded by LSA/teacher on IWB
- All children start with 20 DoJos every Monday morning and hopefully keep all Aim to acknowledge on average 6 children a day with DoJos.
- Give only 1 DoJo at a time, not in multiples.
- Children can accumulate more than 20 DoJos but rewards, if any, are up to class staff.

Consequences

- Preventative strategies eg. move seat, refocus on work, minutes off playtime (can earn them back), time out of class with yellow triangle for 5 minutes with work.
- 2 verbal warnings
- Negative DoJo for any of the behaviours that need work - loss of DoJo for making the wrong choice. DoJos can be earned back through good behaviour.

Unacceptable behaviours

- Children engaging in any unacceptable behaviours (or constantly making the wrong choices over a period of time) need to be referred to a senior member of staff using the Incident/Accident form and dealt with on an individual basis. Consequences may vary.
- Children continuously receiving negative DoJos or engaging regularly in unacceptable behaviour need a clear individual behaviour management plan (IBMP) with differentiated behaviour strategies. Must be shared with relevant staff and parents in a formal meeting. SLT and Inclusion Team will be involved. May involve outside agencies.

Recording and Monitoring

Involvement of parents

- Meet the Teacher evening in autumn term – inform parents about new policy. Show them Class DoJo on IWB.
- Encourage as many parents as possible to sign up for Class DoJo – they need to supply an email address for teacher to send an invite.

EYFS behaviour system

- 3 faces – smiley, sad and gold star
- Children's names start each day on the smiley face
- If a child's names goes on the gold star and stays there all week, child receives a badge at the end of the week which they take home.

Playground behaviour

- Nominations for playground citizen awards from peers and staff – given out in monthly/half-termly Monday awards assembly.
- Low-level inappropriate behaviours – up to 5 mins in designated place eg. on wall (not outside Yr 2)
- Unacceptable behaviours eg. fighting – child is brought inside to a member of the SLT.
- Repeated serious and unsafe behaviours in the playground may result in parents being called and a lunchtime programme being put in place. This will be recorded using the IBMP format and procedure.

House Points

- Given for general behaviours or behaviours in public areas eg. helping adults, holding doors, exceptional effort
- Should not be used in classrooms as additional incentives
- Collected on a Friday afternoon by Yr 6 monitors, added up and announced weekly at the end of Friday Mass.

REWARDS

SANCTIONS

Positive behaviours *Positive Dojos*



Think first: make the right choice
Be kind to others
Listen and follow instructions
Be safe and sensible
Care for the people and things around you
Try your best



Follow the School Code

Remember you can also earn House Points for effort and good work

Behaviours you can change *Negative Dojos*



Not making the right choice:
Being hurtful
Refusal to follow instructions
Being unsafe
Not taking care of your environment
Disrupting learning



*Make the right choice and put it right.
Earn your DoJos back.*



If you continue to break the School Code you may be sent to another class or a senior member of staff.

THE FOLLOWING UNACCEPTABLE BEHAVIOURS WILL NOT BE TOLERATED AND MAY RESULT IN LOSS OF PLAYTIME, LUNCHTIME, AFTER-SCHOOL DETENTION OR EXCLUSION:

Constant disruption
Fighting or physical aggression
Racism
Bullying
Stealing
Damage to property

