



### St Peter at Gowts Church of England Primary School

<b>Policy</b>	<b>Behaviour</b>
<b>Date adopted</b>	<b>September 2015</b>
<b>Date reviewed</b>	<b>September 2016</b>

This policy should be read in conjunction with the school's policies on:

- Anti- bullying
- RSE

The School's Christian Values are extremely important to us and are at the heart of all that we do. Therefore they are included throughout the behaviour policy and are underlined.

#### Aims

The school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

This

- To ensure children will be taught those Christian values and attitudes which will strengthen their respect for themselves and others.
- To provide children and staff with an environment that is conducive to focused learning.
- To promote respect and friendship for individual differences.
- To ensure a consistent, positive approach to behaviour management throughout the school.
- To foster a safe, stimulating and trusting learning environment for all members of the school community.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To encourage the active and early involvement of parents in supporting positive behaviour.

We know that children need to feel secure in their expectations of the school and of the rewards and sanctions they can expect. To this end it is important that all staff adhere to the systems described in this policy.

#### Ethos

St Peter at Gowts CE Primary School believes that respect and strong Christian values are the key principles underpinning a whole school policy for promoting positive behaviour.

As a school we acknowledge the importance that every child has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well-being.

In consultation with the children, staff, parents and governors at St Peter at Gowts CE Primary School, we have developed a policy that aims to encourage children to work together to maintain this ethos.

#### Expectations

All children, staff, parents/carers and governors seek to work together to promote the school golden rules that underpin all other rules.

All members of the school community have roles and responsibilities in promoting and abiding by these golden rules.

### Our Golden Rules

- Be gentle and polite
- Be kind and helpful
- Always try to do your best
- Look after property
  - Listen to people
    - Be honest
    - Stay safe

Our Golden Rules will remain unchanged but routines that support good behaviour will vary from time to time as necessary e.g. lining up procedures, classroom routines.

If there is a disagreement between children try to use the restorative **justice** system. If this is unsuccessful or not appropriate, then the traffic light system is used. This allows children to find their own **peace** between each other rather than an adult dictating what needs to happen.

### Staying on Green & Going for Gold

- *Every day* pupils will start on 'Green'. This is shown clearly by their name being visibly displayed on 'Green' regardless of incidents that may have occurred on a previous day.
- All classrooms will have a Staying on Green display. The form this may take is that of traffic lights; Gold, Silver, Green, Yellow and Red but staff may demonstrate more creative approaches (no silver in nursery).
- Pupils should be following the school's golden rules at all times and if they maintain that behaviour then they remain on 'Green'.
- Pupils who do not adhere to the class/golden rules will be given a reminder by the member of staff present. Reminders should not be marked on a class board.
- If a reminder is given then the child moves to 'Yellow'. An opportunity should be given to the child to "you talk, we listen". This is vital to get to the bottom of any problem and to diffuse any further conflict.
- A child who is on yellow who improves their behaviour will be moved back to green encouraging **forgiveness**.
- If a further reminder is needed then the child is moved to 'Red'. 'Red' means that the behaviour has been unacceptable and the child will receive a red card. The member of staff giving the red card will copy the red card onto the red card recording sheet (file is kept in the office) Staff need to speak to the child's parents and give the parents the red card. If the child is not picked up from school, the member of staff needs to phone the parent and explain the situation. The red card is still sent home. The completed Red card recording sheet must be returned to the office the same day.
- A child who is on red automatically loses their next class break (with their class teacher / TA) but, in order to install **hope**, the child can go back to green as an incentive to get it right. This time frame starts either after lunch or the next day whichever comes first.
- If a child receives three red cards in a term (Autumn, Spring or Summer) a letter will go home informing parents of what has happened and the nature of incidences.
- If the child receives a further two more red cards in that same term, the head teacher will arrange to meet with the parents of the child, class teacher and possibly SENDCo to discuss ways forward and to discuss any possible issues, for example, a behaviour plan.

To be clear:

- Green
- Reminder
- Yellow (chance for children to talk and adult to listen)
- Reminder
- Red

The following incidences will cause children to automatically receive a red card:

- Violence
- Racism
- Swearing

If a child displays outstanding behaviour and **wisdom**, they will be moved to Silver. If they continue with this behaviour and exceed it even further, the child will achieve Gold (this automatically gives the child 1 house point). The effort a child makes to carry out the rules will obviously be based upon their ability and therefore being moved to Gold is up to individual teacher's discretion. If a child goes to gold, they receive a Gold card. This is to be taken by the child to a member of staff that the child would like to share it with – their choice, to be congratulated and then a letter will be sent home explaining to the parents what they have achieved.

NB Red and Gold letters that go home are a standard letter created and saved in a central place (shared drive). Teachers are encouraged to add their own words into these letters but the structure will give them a starting point.

### **Reward Systems**

In addition to Staying on Green/Going for Gold, **all members of staff** reward children with House Points for effort, progression, looking after the environment and looking after others. The House Points are collected and celebrated on a weekly basis. House points are given out one at a time. They are also collected on an individual basis. When a child reaches 50, they receive a bronze certificate. When they reach 100, a silver certificate and 150 will be a gold certificate. There will also be an opportunity for children to reach platinum if they reach Gold earlier on in the year.

Prizes for 50 house points on a yearly basis as a whole class – Afternoon of activities in school led by the class teacher e.g free play afternoon; movie afternoon.

Prizes for 100 house points on a yearly basis as a whole class – Afternoon trip out e.g. to the local park; Funzone led by class teacher

Prizes for 150 house points on a yearly basis as whole class – Trip outside of school led by a member of SLT e.g. Alton Towers, Gulliver's Kingdom.

This does not include any children who started late in the year although they are still to be included in the class reward.

### **Celebration Assembly**

Every week class teachers nominate and celebrate the achievements of a member of their class one for an 'R' where they have displayed aspects of that branch of learning and one for 'star' where they have shown many aspects of good learning and / or behaviour. These achievements will be academic, social or emotional. These achievements are described in the assembly and each child receives a certificate from the class teacher which states the achievement.

### **In Breakfast Club**

The Breakfast club staff are responsible for responding to pupil behaviour in the first instant.

If there is a disagreement between children restorative **justice** systems will be used.

- The BCS talks to both parties involved calmly to obtain the full and correct version of events. Witnesses may be used if needed.
- If the children can get on and the conflict was minor, then they should be sent on their way with no further consequences. If a child is too angry to talk things through, they should be given some space to calm down and think.

If a child does not follow the golden rules

- they are to be given a reminder then sent on their way.

- If the same child continues to misbehave, they are asked to sit in a calm place in the hall to reflect on their behaviour. When 5 minutes are up, the BCS that dealt with the situation will talk to the child about their behaviour and their next steps.
- If the same child continues to misbehave, they are to be taken to the member of SLT available.

### **At Lunch time**

The Midday Supervisors are responsible for responding to pupil behaviour in the first instant and restorative **justice** systems will be used. A member of SLT will be made available on a rota to deal with any issues if needed.

Children who are seen to have minor disagreement with their peers or a minor issue with friendship at playtime will be encouraged to seek the help of Peer Mediators.

If the situation is more than a minor issue

- The MDS will talk to both parties involved calmly to obtain the full and correct version of events. Witnesses may be used if needed.
- If children can get on and the conflict is resolved, then they should be sent on their way with no further consequences. If the children are too angry to talk things through, they should be given some space to calm down and think before a resolution is sought a second time
- If MSA are unable to resolve the issue support of SLT must be sought.

If a child does not follow the golden rules

- they are to be given a reminder then sent on their way.
- If the same child continues to misbehave, they are asked to stand at the wall to reflect on their behaviour. When 5 minutes are up, the MSA that dealt with the situation will talk to the child about their behaviour and their next steps.

If the same child continues to misbehave, they are to be taken to the member of SLT on duty.

### **Roles and Responsibilities**

#### **Teachers will:**

- At the beginning of each academic year establish with the class a clear code of conduct phrased in positive language, e.g. we take pride in the presentation of our work. These should be prominently displayed in the classroom.
- Use praise for achievement, appropriate behaviour, skills and effort. Where appropriate, underpin this praise with the 'Staying on Green' system.
- Give more attention to positive behaviour, than negative. **Only** write positive lists of names. Where children behave inappropriately, follow the 'staying on green' procedures.
- Be on time to collect your children from the playground; children should be calm and quiet before entering the classroom. They must line up in 2 lines – boys and girls except at lunchtime where they are led straight in from the playground without lining up.
- At the end of a session accompany the class quietly and calmly to the playground to ensure their safety.
- Be well prepared for the lesson to ensure pupil engagement.
- Be aware of the individual social, emotional and learning needs of the children and be planned and prepared to meet these needs.
- Use a variety of visual, aural and kinaesthetic teaching strategies and a variety of pupil groupings to ensure that learning is stimulating and promotes enjoyment and engagement.
- Start every lesson with the learning question, the success criteria and 'the big picture', ensuring understanding by all.
- Establish a very clear method of getting the attention of the class and sustain this throughout the year.
- Establish routines so that at the end of each lesson, children leave the class in an organised and calm manner.
- Give all children responsibilities.

- Ensure that the classroom environment is stimulating and organised and values achievements. For example, all children should have at least one piece of work displayed at all times.
- All children should be given opportunities to reflect on their learning in Circle time.
- Encourage children to actively participate in self-assessment of their own learning and behaviour.
- Take all bullying, sexism, racism and homophobia very seriously. Tell children when and how you will address the issue. These incidents should be recorded on the Incident book and reported to the Head Teacher straight away.
- Seek advice and support when inappropriate behaviours continue despite intervention.

We believe that excellent teaching and learning promotes positive behaviour, therefore, all teaching is underpinned by the school 'Teaching and Learning Policy'.

## **Parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on parent's full support in dealing with their child's behaviour.

To support parents the school community will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comments on their child's work and behaviour;
- communicating regular information about school events, achievements and issues of concern.
- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parent informed of school activities by letter, newsletter etc.;
- involving parents at an early stage in any disciplinary problems.
- Discuss with parent support worker if problems persist so they can approach parents and offer support.

## **Inappropriate behaviour**

Children are able to see that the breaking of rules has consequences that result in the loss of privilege e.g. 'Break time'

Most behavioural incidents will be managed through following the above. Where children are not responding to this system on a regular basis an individual behaviour programme/ behaviour chart/ a Pastoral Support Plan may be drawn up with support from the Senior Leadership team in the first instance and then with the support of the Special Educational Needs Co-ordinator if problems persist. Parents will be involved when behaviour programmes are drawn up. The school will liaise fully with such agencies as the Police, Education Welfare, Emotional and Behaviour Support Services, Social Services, Health Services and the Educational Psychology Service as appropriate.

In cases of extreme misbehaviour the school will consider the use of Exclusion.

In the unlikely event of the following incidences occurring

- Verbal abuse of an adult in school
- Sexual abuse
- Racist abuse
- Extreme physical aggression

The Head Teacher will assess the severity of the situation and contact parents/carers if necessary.

## **Bullying**

Please see anti bullying policy.

## **Monitoring**

Good and unacceptable behaviour will be monitored and evaluated by the class teacher and the Senior Leadership Team at regular intervals. The Head teacher will report regularly to the Governing Body regarding behavioural issues.

Good behaviour will be rewarded and unacceptable behaviour will be challenged.

**Review**

This policy will be reviewed annually.