

Behaviour Policy

Date:	March 2017	Review Date:	Sept 2019
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We believe high standards of behaviour play an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school, including behaviour. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in the management of behaviour.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our Behaviour Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Aims

- For children, staff and parents to work together to establish a strong set of Christian values which underpins the life of the school.
- To make the school a happy place for everybody.
- To be clear in our expectations of behaviour; using sanctions and rewards where children will learn about justice, reconciliation and empathy and to encourage a high degree of self-discipline from all children.
- To encourage children to be responsible, caring and polite at all times and to show consideration and respect for the school environment and its contents.
- To be encouraged to develop strategies and skills which will help pupils to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- To foster an inclusive community, valuing individual talents and differences.

Procedure

Whole School	<ul style="list-style-type: none"> • A calm, purposeful atmosphere is encouraged within the learning environment, where children are focussed learners. • Our 15 School values underpin our expectations of behaviour and children are continually encouraged to reflect on these through assemblies and within lessons. • Independence is encouraged, both in respect of children's learning and care of their possessions. • Children are expected to take responsibility for their own actions and to develop a high degree of self-discipline. KS1 use the terms good and bad choices. • Positive reinforcement and praise are used to develop children's self-esteem. • Good behaviour and positive relationships are modelled by all adults in the school. • At the beginning of the year each class agrees their own class expectations and responsibilities. This is prominently displayed and regularly referred to. • SMSP playground rules are clearly visible in classrooms and around the school. • Children are expected to be respectful of everyone and everything within the school environment. • Children are expected to take pride in both the school's appearance and their own.
Rewards	Positive behaviour is promoted and encouraged through the use of rewards. These may include:

St Mary's and St Peter's CE Primary School

	<ul style="list-style-type: none"> • house points; • badges/stickers; • class-specific reward systems; • special privileges or responsibilities; • sharing of achievements with others (including parents); • reward postcards and stickers from Head teacher
Sanctions	<ul style="list-style-type: none"> • We follow a very clear behaviour consequence ladder where children are 'on the thermometer' if they use inappropriate behaviours. Sanctions of this are clear and followed through. Where appropriate a personalised behaviour plan for individual children will be used to target specific areas of support needed. <p>Sanctions may include (in no order of severity):</p> <ul style="list-style-type: none"> • Removal of part or all of playtime; • Time out; • Removal of privileges / positions of responsibility; • Permission to use play equipment withdrawn; • Removal from a situation/environment; • Being put on a report card (daily / weekly); phone call to parents • Internal exclusion or exclusion from school (for very severe cases). <p>Apologies for bad behaviour, either written or verbal are expected. Behaviour sanctions are dealt with on the day the incident occurs. Each new day is a fresh start. In the event of a child being responsible for damage, parents may be asked to pay.</p>
Around School	<p>When moving around the school, children are expected to:</p> <ul style="list-style-type: none"> • Walk in the buildings; • Keep to the left of corridors and up staircases; • Be quiet and calm; • Hold doors open for others and to be courteous.
Break times	<p>Children are expected to maintain high standards of behaviour at playtimes. They should treat everyone with equal respect.</p> <p>Any unacceptable behaviour should be dealt with in the first instance by the teacher on duty and, if necessary, passed on to the class teacher or member of SLT.</p>
Lunch times	<p>Lunchtimes are recognised as an important social occasion at school.</p> <ul style="list-style-type: none"> • When children are called by the lunchtime supervisor they are expected to line up in the playground in alphabetical order and walk calmly and quietly into the dining hall. • They are expected to eat in a timely, sensible manner • Children are encouraged to develop good table manners and clear away afterwards, having regard for others around them. • They are rewarded with lunchtime stickers where appropriate. • A member of the SLT is on duty every lunchtime to promote good behaviour.
Assemblies	<p>We expect high standards of behaviour in Assemblies.</p> <ul style="list-style-type: none"> • Children are expected to arrive at assembly smartly dressed and in a calm and silent manner in order to maintain a respectful and reflective atmosphere. • During assemblies, children are expected to be attentive, respectful and participate in an appropriate manner. • When necessary, teachers ask children to move to the end of the line where they can be supervised more closely. • Poor behaviour will be discussed with the teacher or a member of SLT after the assembly.
Special	<p>In accordance with our Equal Opportunities Policy, Race Equality Policy and Anti-Bullying Policy, everyone within the school is valued and treated equally.</p>

St Mary's and St Peter's CE Primary School

Circumstances	Racist incidents, physical violence, bullying and other significant behaviours should be reported to SLT and recorded appropriately. Issues are then reported to the LA termly.
	<p>Anti-bullying-Definition</p> <p>Bullying can be described as being:</p> <p>'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.</p> <p>Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.</p> <p>Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. Our school is opposed to all forms of racism, sexism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded of the school policy at regular intervals. Racist incidents will be dealt with appropriately and recorded and reported to the school, and an annual report will be made to the LA.</p> <p>Strategies for dealing with bullying</p> <p>The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too—that is sometimes why they bully.</p> <p>Discussions with the victim.</p> <ul style="list-style-type: none">• Ensure the victim has support from both adults and peers• Communicate to parents where appropriate and work together in rebuilding confidence and self esteem• Provide strategies for coping and who to talk to• Meet regularly to ensure problem is resolved <p>Identify the bully/bullies. This will require patience and understanding. Remember – Listen, assess, act.</p> <ul style="list-style-type: none">• Obtain witnesses if possible. Advise the ASH/DHT/Head Teacher• Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable• If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts. <ul style="list-style-type: none">• If they own up, then follow the procedure outlined below:<ul style="list-style-type: none">• Hold separate discussions with parents of bully and victim• Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes, or exclusion from school, depending on the perceived severity of the incident(s)• Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim, to ensure no repetition• As the behaviour of the bully improves, then favoured activities, etc.,

St Mary's and St Peter's CE Primary School

can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

- In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:
 - All staff watch for early signs of distress in pupils
 - All staff listen, assess, act
 - Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult
 - Worry boxes in school where children can put written notes if they feel they cannot speak about their problem

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By not dealing directly with other children and parents, but allowing the school to deal with them
- By speaking directly to the class teacher when an issue arises.

Headteacher:		Date:	
Chair of Governing Body:		Date:	