



# Our Whole School Behaviour Policy

## Updated January 2016

In our School Aims we state that

“...we aim to provide a safe and nurturing environment where children can learn.”

And that

“We have high expectations for our children – both their learning and their behaviour.”

In order to achieve this, we work to create a positive learning environment within the school that ensures that our approach to behaviour management and discipline is consistent, and understood by all the school staff, pupils and parents.

We also promote positive behaviour through our Personal, social, and health education (PSHE) curriculum, which develops the emotional health of our pupils.

All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate.

### **Classroom Management Issues**

A behaviour management plan will be displayed in all classrooms. It will consist of three parts: **rules, rewards and consequences**. Each part has equal importance.

### **Rules**

Rules should be observable, specific and applicable, no matter what activity or which adult is in the classroom. There are rules that apply specifically to lunchtimes and there are core rules for each class.

### **The Core rules:**

- I will be polite and show respect to everyone
- I will listen to others and do as I am asked
- I will work hard
- I will respect things that belong to other people
- I will always walk inside our school

**At lunchtime:**

- I will sit where I am asked
- I will eat my lunch quietly and sensibly
- I will use good table manners
- I will not share food

**Rewards:**

We aim to use positive recognition to motivate pupils to choose responsible behaviour. Rewards must be consistently applied and not taken away as a sanction.

**Rewards could include:**

- Verbal praise, smiles
- Individual, group and class reward systems, e.g. marbles in a jar, collecting minutes towards an extra playtime, raffle tickets
- Lunch Hall Stars
- 'Star of the Day' / Week
- Sharing work and positive behaviour with other adults and children
- Reward stickers for good work
- Rainbow book for positive behaviour
- Golden Time
- Good News Home – communication with parents
- Headteacher's awards

**Consequences:**

It is **as** important to have the consequences displayed **as** the rules in order to ensure agreement and understanding. We aim for consequences to be realistic and do not believe that they need to be severe to be effective. They should never be physically or psychologically harmful and should never humiliate.

- Consequences should be displayed and applied in a hierarchical model, moving from the least (e.g. a warning) to the most intrusive intervention (e.g. Head teacher / parent contact)
- Consequences should be presented to the children as a choice in order that they can choose to behave appropriately
- Consequences must be applied consistently and be cumulative during a lesson
- Consequences may involve the use of a 'reflection sheet' in order to reflect on the incident concerned

Teachers can use a notebook to track pupil behaviour during a lesson, but names should not be written on the board. Our consequences are:

1. 2 verbal warnings
2. 'Time Out' for a limited period to reflect on appropriate behaviour

3. Miss 5 minutes playtime and complete a 'reflection sheet' with an adult
4. 'Time Out' working in the classroom of a senior member of staff.
5. Speak to the Head teacher
6. Contact parents
7. Individual Behaviour plan

On occasion, consequences may need to involve making reparation for the action, e.g. writing letters of apology.

Exclusion is used as a final sanction.

### **Teaching the Plan**

Positive behaviour management underpins everything we do in school. The rules are therefore taught and consolidated regularly. We do this by:

- Explaining why classroom rules are needed
- Teaching the rules
- Checking for understanding
- Discussing and explaining the reward system
- Discussing and explaining the reason for having consequences
- Teaching the consequences
- Checking for understanding

To support children with improving their behaviour we may also use individual reward schemes that are shared with parents, for as long as is necessary or appropriate.

### **Behaviour at Break times**

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly. Rules for playground behaviour follow class rules and are regularly reviewed by pupils through PSHE and circle time activities. Additional strategies for supporting playground behaviour may vary according to need.

Pupils are expected to ask permission before they enter the building during break times. After the bell has been rung at break time or lunchtime, the children are expected to line up in their class lines. Incidents of unacceptable playground behaviour should be dealt with immediately by the staff on duty and reported to the class teacher where appropriate. The Headteacher should be informed of serious breaches of behaviour. The children should walk into school in a quiet, orderly manner.

### **At Lunchtime**

Pupils are expected to be polite and cooperative with one another and with the lunchtime supervisors and cooks. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be good mannered and ensure that they have finished the food in their

mouth before putting their hand up to request that they can leave the lunch hall. They are expected to keep the conversation to their own table and to clear away their trays etc. on leaving the table.

### **Wet Playtimes**

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each classroom). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area
- Movement around the classroom should be calm and orderly. Children are encouraged to participate in seated activities as much as possible.
- No scissors, tools or glue should be used
- Pupils should not write on the board or on small class whiteboards
- Pupils should clear away when asked to do so by break or lunchtime staff

### **Behaviour outside school**

Pupils are expected to behave in a way that does not adversely affect the reputation of the school or have repercussions in the orderly running of the school. This includes the use of social media outside school. (See e-safety and Anti-Bullying policies)

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos

Before setting out on a trip, pupils should be reminded to:

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

### **Parents' Role**

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy.

All aspects of our Policy apply not only to children and Staff but also to parents and others in school at all times when they are on the school premises.

### **Positive Handling Policy**

Staff at St Michael's School have received Team Teach training in line with the LA's recommendations. Our Positive Handling Policy is based on the

LA's Model Policy and is available on our website. The policy explains this positive approach to overcoming challenging behaviours in school.

### **Special Educational Needs**

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we follow the LA's Code of Practice. We receive support from outside agencies, e.g. an Educational Psychologist and other specialist agencies when appropriate.

### **Race Equality and Equal Opportunities**

We believe that it is important to prepare our children for life as citizens in a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with following our Behaviour Policy which is a comprehensive policy for children, staff, governors and parents / carers, visitors and contractors / sub-contractors and includes the possibility of exclusion. However, a letter may also be sent home to parents/carers to inform them that their child has been involved in a racist incident.

### **Monitoring and Evaluating**

We will regularly monitor our behaviour system for rules /rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the headteacher
- Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

Our policy and practice are regularly reviewed by staff as outlined above and by our Governors' Personnel Committee.

	Staff	Personnel Committee	Consultation with Pupils and Parents	Full Governing Body
Policy agreed	22.01.07	22.01.07		31.01.07
Policy reviewed	15.03.10	30.03.10	March - May 2010	18.05.10
	13.01.14	11.02.14	January 2014	30.01.14
	01.02.16	08.02.16	January 2016	03.03.16

Coordinator	Sue Grundy			
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