



Behaviour Policy

This Policy will be reviewed by the Curriculum Committee every three years or, in the event of a change in legislation, earlier.

Updated March 2020

Signed

Head Teacher:

Rosalind Owen

Chair of Governors:

Elaine B. Bartwell

Date Adopted:

12th March 2020

St Michael's C of E Primary School is committed to creating an environment in which every member of the school community can thrive. Our school Christian values of Love, Determination, Responsibility, Respect, Kindness, Friendship and Honesty are the foundation on which we build our community and these guide our relationships with each other. We believe that strong, caring relationships are essential in establishing and maintaining high standards of behaviour in school. All members of staff model positive and supportive behaviour and recognise that the responsibility for building trusting relationships with children lies with them.

Expectations

We want the very best for our children and believe that a calm but stimulating learning environment provides the best conditions for this to happen. To this end our expectation is that all members of the school community follow our school values. We also expect everyone to be polite, kind and respectful, to follow instructions, to move calmly around the school premises, to support their peers and try their best in everything they do.

We expect children and staff to maintain the same high standards of conduct in all situations throughout the whole school day, including:

- In the classroom
- Moving around the school
- In the playground
- In the lunch hall
- Out on school trips, sports fixtures and residential
- In afterschool clubs
- Working with visitors

Consistent and calm reinforcement of these clear expectations is the responsibility of all staff, who understand that recognition of positive behaviours through praise is highly effective.

Classroom Practice

At the start of the new school year, each class teacher compiles a set of classroom rules with their new class. These are important for establishing positive learning behaviours and setting clear boundaries for the children; they necessarily differ based on the age of the class. For example, our older children are expected increasingly to take responsibility for their actions, while our youngest children are only just starting to learn to work within school routines. Each class also has their own reward system for individuals, groups and the whole class.

Whole School Rewards

Children are regularly asked by their teachers to share good examples of their work with the Head Teacher, for which they receive Head Teacher's stickers.

Head Teacher Certificates are awarded at the end of each week to two children in each class and presented during Friday's Sharing Assembly. Teachers choose children who have shown particular strengths that week, either in their learning or in their treatment of others.

Mention in Rainbow Book – any member of staff can enter children into the Rainbow Book, who have shown behaviour that upholds our school values or have been particularly considerate, well-mannered or helpful. The Rainbow Book entries are read out at Monday's Values Assembly and the children mentioned are given a rainbow sticker.

The Hartley Award is given to two children from each class at the end of the school year who have consistently shown the types of behaviour that we celebrate in the Rainbow Book.

Redirecting Negative Behaviour

Where children are having difficulty in meeting the school's behaviour expectations, staff aim to intervene quickly to provide support. Ideally, this means anticipating a situation and stopping it from happening. Where further intervention is required, staff actions will only escalate if a child chooses not to change their behaviour. Staff intervention will be as follows:

- A gentle visual or verbal reminder
- Formal verbal reminder

- Reminder to the child of the possible consequence of their choice not to follow adult instruction
- If the unnecessary behaviour continues a suitable sanction will be given:
 - miss a period of break
 - complete unfinished work at break time
 - time in another class

Where an incident has involved a disagreement between more than one child, the staff dealing with the situation should ensure that the situation is satisfactorily resolved.

Incidents during break and lunch times should be resolved by the staff on duty and reported to the class teacher if significant.

Teachers may choose to discuss particular incidents with a child's parents. Parental support of the school in these matters is crucial in helping children to manage their behaviour.

Serious Incidents

The majority of incidents can be managed directly by teaching and support staff, the Head Teacher will only intervene when all attempts by other staff have not had the desired effect. Incidents requiring the Head Teacher's intervention will be recorded and may result in heavier sanctions for a child and a meeting with parents.

In exceptional circumstances, for example when a child has deliberately hurt someone, more serious sanctions will be put in place. For example, a child may be required to work outside their classroom for the rest of the day or parents will be called to come into school. The Head Teacher may also make the decision to exclude a child for a period of time.

One of the great strengths of our school community is our diversity, our families and staff come from many different countries, cultures and faiths. We learn from each other and teach the children to treat one another with respect and dignity regardless of age, gender, disability, sexuality, belief, race or family structure. Any incidents of prejudicial behaviour diminish us all and are treated with utmost seriousness and will be reported to the local authority.

Children with Additional Needs

We recognise that for some children with significant additional need, consistently meeting the school's behaviour expectations may be difficult. However, it is important that all children understand how to manage their responses in school as well as in the wider society. We will make reasonable adjustments including the provision of suitable additional support and seek external professional advice where necessary.