

# SAINT MICHAEL'S CE (VC) FIRST SCHOOL



## BEHAVIOUR POLICY

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## **Behaviour Policy**

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Saint Michael's CE (VC) First School seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Our behaviour policy is designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community.

The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children, support staff and governors. Our church school has a Christian ethos which is based on these aims.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow. This is supported by the use of our school's behaviour system, our school behaviour weather chart (see Appendix 1)
- To promote self-esteem, self-discipline and positive relationships, ensuring our school is a place where children are happy, feel good and enjoy the company of others.
- To ensure that the school's expectations and strategies are widely known and understood and applied consistently by all within school.

## **Code of Conduct**

### **Children are expected to:**

- Behave in a well-mannered, orderly, purposeful and sensible manner.
- To respect and show courtesy to their teachers, other adults and fellow pupils.
- Be thoughtful, helpful and understanding towards each other.
- Move around the school sensibly showing care towards others in their actions.
- Respect their own and others property taking care of school equipment and resources.
- Recognise that physical violence and the use of abusive language is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.

### **Parents are expected to:**

- Be aware of the school's Behaviour/Anti Bullying Policy and actively support it, discussing any problems with the staff, Senior Leaders or Headteacher.
- Be polite and reasonable in dealings with the school and staff members.
- Ensure that their child is punctual for school and brings the necessary items to school with them.
- Ensure their child is wearing the correct school uniform.

### **Staff are expected to:**

- Model high standards of social behaviour.
- Listen to children, making it clear through their response that children's comments and reactions matter.
- Seek to explain and reinforce the standards of acceptable social behaviour, dealing fairly and firmly with those pupils who do not maintain the high expectations.
- Be polite and reasonable in all interactions with children, parents and other staff members.
- Apply and follow the schools systems for behaviour management in a fair and consistent manner.

### **Governors are expected to:**

- Refer all matters regarding discipline to the Headteacher who will discuss these matters with the staff if necessary.
- Be familiar with the school policy and actively support it.
- When visiting school, model high standards of social behaviour with children, staff and parents.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

## **STANDARDS OF BEHAVIOUR**

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic values of respect and responsibility linked with being reflective and remaining positive in situations that are challenging. It follows that acceptable standards of behaviour are those which reflect these values. As a Christian school we strive to ensure that all within our school reflect the Christian ethos through their behaviour.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within a group and by their peers;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

This includes:

- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

As such:

- Lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.
- Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Marking is in line with school policy.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.
- Be reviewed regularly;

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned through effort and by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Levels of praise for behaviour should be as high as for work.

Recognition of the following rewards is presented publicly in class or during worship

These include:-

- Dojos (and email correspondence to parents)
- Praise from peers e.g. round of applause, rainbow whoosh
- Stickers
- Certificates
- Seeing the head teacher for praise and recognition

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- The schools weather chart behaviour system is used effectively and consistently

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with by the class teacher following the school's behaviour systems. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and breaking rules will lead to consequences. These may include a verbal reprimand and reminder of expected behaviour, loss of free times e.g. playtimes, moving to sit alone, sending work home, writing letters of apology, and a loss of responsibilities. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behavioural Support may be necessary. This possibility should be discussed with the SENCo.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Deputy Headteacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

### **Additional support**

We recognise that some pupils may need more support than others to develop their emotional and social behaviour skills, and staff are encouraged to act on concerns as early as possible. With these pupils, strategies will be adjusted to reflect their individual needs and may lead to support through the SEN system and/or outside agencies. (See SEN policy)

### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- A letter and / or phone call to parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- A Individual Behaviour Plan to be formulated in consultation with parents, class teacher and child
- If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LA
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

## **Communication and parental partnership**

- We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare.
- Early warning of concerns should be communicated to a member of the senior leadership team so that strategies can be discussed and agreed before more formal steps are required.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- Parental participation in school life is encouraged.
- The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.
- Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **COVID19**

To ensure the safety of all, it is expected that all children follow the procedures that have been implemented during the school day including regular handwashing, remaining in identified zones and hand sanitisation. Any child refusing to comply with identified procedures will be referred to the phase leader, if behaviours persists they will be referred to the deputy head teacher and their parents contacted.

In the event of a child whose behaviour is putting them at risk a member of staff may use physical touch to prevent harm.

Where a child is displaying physical behaviour towards another child or staff member the deputy head teacher or head teacher will be informed immediately to will attend the situation. The school behaviour policy will be followed and parents notified.



## Appendix 1

In our school, there is a behaviour 'weather chart' in every classroom. This is used to encourage the children to make positive choices in their work and their behaviour on a daily basis.

Each day is a fresh start, where the name of every member of the class begins the day on the sun. This is judged as a good place to be and any child that is on the sun by the end of the day is given positive praise, a do-jo is also awarded to reward the children for having a good day.

There are stages above and below the sun reflecting the good and bad choices that any child makes and it is the children's own responsibility to move their name when asked to. Children who put in that extra effort or who are 'spotted' doing something positive can move to the rainbow or, a step further, to the shooting star. Children who make it to the rainbow are celebrated by the adults and other children within their classroom by a defined action (e.g. a cheer, round of applause, rainbow whoosh) Those children that achieve reaching the shooting star are awarded a 'Reach for the Sky' certificate to take home. Both of these are given carried out in front of their classes for peers to recognise and praise each other on their achievements.

Below the sun are different types of clouds. A move to the first cloud is explained by a verbal warning and is a visual reminder that a child's behaviour is not reflecting that expected by the school community. If this kind of behaviour continues, there may be a further move onto the rain cloud, which brings with it a short period of time-out or a move to a different place in the classroom. Further to this, a child may move to the storm cloud which will mean that they will miss a portion of their break-time or lunchtime and a phone call home to their parents by the class teacher to discuss the unacceptable behaviours demonstrated.

It is important that the children know and are aware that changes in behaviour will be recognised and this means that they can make it back to the sunshine before the end of the day.