

St. Marychurch C of E (VA) Primary and Nursery School



Love, Joy, Peace and Kindness

POLICY FOR PROMOTING GOOD BEHAVIOUR

MISSION STATEMENT:

God is with us on our journey together as we:

- Become the best learners we can be
- Celebrate our successes and learn from our mistakes
- Build a safe and happy school
- Value and respect everyone, whoever and wherever they are
- Place our Worship at the heart of all we do and are

so that we learn how to live out our School Christian Values of

LOVE, JOY, PEACE and KINDNESS

Rationale:

It is our belief, as a key part of our agreed Christian Values in this school, that our children learn best when there are high expectations about how they should behave and therefore are not affected by fear of being disrupted, hurt or treated badly by someone else. We believe in developing self-discipline in all children. We seek to develop a sense of achievement, self-esteem, purpose and pride in all children through a curriculum which motivates and excites children.

Our school believes that:

- All people are equally entitled to be treated with respect
- That all of us share the responsibility of making our school a safe, friendly and positive environment for us all to live and work in
- We should all work together to support, encourage and value everyone equally

Principles:

1. Our school ethos is based upon equality, individual responsibility and Christian love for all
2. All children have a right and responsibility to learn to the best of their ability and all teachers have the right and responsibility to teach to the best of their ability

3. Everyone involved in the school has a responsibility to ensure a positive attitude to good behaviour
4. We understand that children may need support to overcome behavioural difficulties and barriers to achieve consistently good behaviour. The causes of these difficulties can be complex and caused by a range of influences in and out of the school.

Barriers may include:

- low self-esteem;
- poor attendance;
- medically diagnosed conditions;
- changing family/home circumstances;

5. A positive approach to behaviour management can only be successful alongside a positive approach to teaching and learning. There must be a focus on success, achievement, personal development and inclusion.

What do we all expect?

There are certain rights and responsibilities we as a community expect from ourselves and others:

STAFF:

Rights:

- To be able to teach in a calm and positive environment
- To be supported by peers and leaders
- To be listened to
- To share opinions
- To be treated courteously and with respect by all others in the school community
- To be made fully aware of the school's systems, policies and expectations
- To receive appropriate training and to increase skills in promoting positive behaviour and regular attendance

Responsibilities:

- To ask for support when it is needed
- To offer support to colleagues and school leaders
- To listen to others
- To give opinions in a constructive manner
- To model courteous behaviour
- To recognise and acknowledge positive behaviour in others

- To seek information and use lines of communication
- To support others in developing their skills in promoting positive behaviour and regular attendance
- To utilise and share strengths and acknowledge areas of own skills which could be developed
- To try new approaches and adopt new whole school policies thoroughly

CHILDREN:

Rights:

- To be treated with respect
- To be safe
- To be taught, guided and supported
- To learn
- To make mistakes
- To be listened to

Responsibilities:

- To behave respectfully to others
- To behave in a way which keeps self and others safe
- To attend school regularly and on time
- To be willing to learn
- To allow others to learn
- To accept mistakes they have made
- To allow others to make mistakes
- To uphold the Christian value of forgiveness
- To give opinions in a constructive way
- To listen to others

PARENTS AND CARERS:

Rights:

- To be treated with respect
- To be kept informed about their child's progress

- To be listened to
- To have access to information on the school's approach to behaviour and attendance
- To have any concerns taken seriously

Responsibilities:

- To behave respectfully towards others
- To make sure that your child attends school regularly and on time
- To talk to your child very regularly about what s/he does in school
- To talk to teachers about any concerns about your child's learning or wellbeing
- To listen to others
- To read or listen to information given and act on it where necessary
- To share concerns constructively in the correct places and circumstances

Key school activities to promote positive behaviour include:

happygrams

leaves on the tree

golden ticket

house points

praise

stickers

positive words

reward room

consequence room

meeting pupil needs sheets

Behaviour Protocol

	Behaviour of pupil	Consequence to pupil	Parental involvement
Green WELL DONE	<p>Good listening Cooperating Being safe Trying hard Following instructions Making good choices</p>	<p>Verbal Praise Written comments Stickers House points – certificates - badge Golden ticket/Reward room Being given responsible jobs Happygrams/certificates/Congratulations post cards Leaves on tree Privileges</p>	<p>Teacher's may informally tell parents of success Certificates, stickers come home Post cards sent home Parents invited to assemblies to celebrate significant achievements</p>
Yellow CAREFUL – YOUR BEHAVIOUR NEEDS TO CHANGE	<p>Talking inappropriately Fiddling with equipment Distracting others Calling names Spitting Rough Play Not completing adequate work Rudeness</p>	<p>A look/word from adult Reminder Name on board/in book Move seats Lose some playtime – to complete/do some missed work possibly Take missed work home Time out – Age related: R – 3 minutes, 1 & 2 – 5 minutes 3 & 4 – 7 minutes 5 & 6 – 10 minutes Repetition will lead to consequences below</p>	<p>If this behaviour is fairly common but not escalating to orange it may be discussed at parent's evenings.</p>
Orange THINK ABOUT HOW TO IMPROVE BEHAVIOUR!	<p>Any continuation/escalation of yellow behaviour Damaging property Arguing with other children persistently Refusing to work Breaking playground rules Minor fights – pushing/pulling/a hit Disrupting a lesson Not obeying staff first time Swearing (heard directly by an adult) Aggression in anger</p>	<p>Move to another class for set amount of time/until ready to go back to class Loss of playtime Involvement of senior member of staff Consequence room – Age related: Rec – 10 mins sat quietly KS1 – 15 mins – lines KS2 – 30 mins – lines All times can be shortened at teacher's discretion</p>	<p>Parents may be told of behaviour</p> <p>It is preferred consequences are not carried over a weekend so Friday lunch/afternoon issues may result in KS1 loss of afternoon break or KS2 work in isolation.</p>
Red STOP – CHANGE YOUR BEHAVIOUR	<p>Any continuation/escalation of orange behaviour Continued defiance to member of staff Behaving in a way that is a danger to others or self Deliberate violence/serious fighting Racist comments or behaviour</p>	<p>Sent to deputy head or head teacher Consequence room Parents spoken to/involved Behaviour/work achieved report for week/as appropriate Loss of privileges – member of school team etc Internal exclusion Fixed term exclusion</p>	<p>Parents will be invited in to discuss behaviour and come up with plan to help improve behaviour with shared roles.</p>

Adopted by the Full governing Body 12th September 2011

To be reviewed annually