

ST MARYCHURCH C OF E (VA) PRIMARY AND NURSERY SCHOOL

GOOD BEHAVIOUR POLICY

Our school believes:

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

Our policies on Anti-Bullying, Equal Opportunities, Inclusion, Promoting Racial Harmony, Positive Intervention and Good Behaviour are all linked together and rooted in our school mission statement and first curricular aim:

We work to provide high quality education within a caring, secure and stimulating school environment, which promotes Christian values based on the teachings of the Church of England.

Our children are given every opportunity, help and encouragement to develop academically, emotionally, physically, socially and spiritually to their full potential.

We have identified three areas of school life in which we have particular expectations of behaviour:

- The classroom
- Moving around the school
- Breaks and lunchtimes

This policy has been developed after consultation with parents, children, staff and governors.

The policy will be applied sensitively for children with Special Educational Needs and those experiencing upsetting temporary personal circumstances.

IN THE CLASSROOM.

We expect that children and adults will show respect to one another.

- Look after the school's and other people's property. Always ask before borrowing something.
- Speak politely to others. Say Please and Thank You.
- Follow the 'Good Listening' guidelines on the classroom wall.
- Follow instructions straight away.
- Work quietly, do your best, and allow others to work without distraction.
- Move and sit calmly and quietly in the classroom.

At all times we expect children to have regard for their own and other children's safety, and have respect for everyone's right to work undisturbed in order to produce their best.

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WHEN MOVING AROUND THE SCHOOL

We expect that children and adults will show respect to one another.

- Before and after school, wait calmly and safely inside the school gates, ensuring you stay off all fences, gates and stairs.
- Inside school, always move calmly, with consideration for other people.
- Try to help others by holding the door open for them. Remember to say Please and Thank You.
- Classes are expected to move around the school quietly in single file and in boy/girl order.
- On the stairs, please walk on the left.

Running is dangerous. Please remember to walk at all times.

At all times we expect children to have regard for their own and other children's safety, have consideration for the welfare of younger, smaller children, and respect the right of everyone to work undisturbed.

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DURING BREAK AND LUNCHTIMES

We expect that children and adults will show respect to one another.

- Follow instructions from all adults straight away.
- Try to help others by holding the door open for them.
- On the stairs, walk on the left.
- Classes are expected to move around the school in single file.
- Play co-operatively in the playground. Encourage others to join in.
- Always ask permission to leave the playground. Have a permission slip to be in school during lunchtime.
- Tell a Buddy/Peer Mediator if there is a minor problem that they can help with – these people can be identified by the tabard they wear.
- Tell an adult if there is a serious problem.
- Use the toilets sensibly and help to keep them clean.
- Wash your hands before eating.
- Follow the 'Good Eating' guidelines on the wall in the Hall and in your classroom.
- Remember to say Please and Thank You.

At all times we expect children to show consideration for others and be aware of their own and others' safety.

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REWARDS

Adults will aim to set a good example to children, and will seek to reward good behaviour whenever possible. This may be an individual reward, such as:

- a kind word of praise or thanks.
- a stamp or sticker.
- a special responsibility.
- a happygram or other reward certificate.
- the chance to have extra computer time.
- informing parents of good behaviour.

or whole class rewards, such as:

- an extra or extended break.
- the chance to watch a video.
- a class happygram.

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SANCTIONS PROCEDURE

In the classroom.

- Stage 1** A reminder is given of expected behaviour.
- Stage 2** The child's name will be recorded and a warning given. The child will be asked to move if necessary.
- Stage 3** The teacher will administer his/her own appropriate sanction. The child may be kept behind after the lesson to discuss their behaviour.
- Stage 4** If the behaviour continues or is repeated on different occasions they may be sent to another classroom or area of the school to work for a short time.
- Stage 5** If there is a repetition of the behaviour at Stage 4, the teacher will contact the parents and discuss the behaviour causing concern. The teacher will inform the team leader.
- Stage 6** If there are further problems a meeting will be arranged with the parents, class teacher and team leader to identify ways forward. A record will be kept and parents given/sent a copy of the agreed outcomes.
- Stage 7** If these steps are not successful in improving behaviour the Deputy Head will monitor the child's behaviour records and become more directly involved in supporting an improvement of behaviour.
- Stage 8** Following a continuation or escalation of similar incidents the Headteacher will be informed, who will then arrange a meeting with parents to discuss the situation. If a child is at serious risk of exclusion, a Pastoral Support programme will be put in place to assist them to modify their behaviour.

Acts of particularly serious misbehaviour - including aggressive, defiant or dangerous behaviour, will be dealt with using a shortened version of the procedure and may lead to exclusion from the school. In the case of any serious breaches of the Behaviour Code, the child will be sent directly to the Deputy Headteacher.

If there is a particularly difficult/dangerous situation during a school day a member of senior staff may contact parents for their immediate support.

Breaks and Lunchtimes

- Stage 1** A reminder is given of expected behaviour. Encourage the child to calm down by moving to a quiet place or by changing the game.
- Stage 2** The child's name will be recorded in the behaviour diary and shown to their class teacher. Teachers should respond to behaviour reported in the diary.
- Stage 3** If necessary the child will be isolated in a quiet area of the Hall or playground. The Deputy Headteacher (or if they are unavailable the Headteacher or other member of the Senior Management Team) will be called for any incidents of serious misbehaviour.
- Stage 4** Continuation of unacceptable behaviour will be dealt with according to the whole school sanctions procedure and MTA's informed of any changes to normal routines.

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We feel that it is important that everyone understands and accepts that we are all different from one another. We all have our individual personalities, strengths and weaknesses, and we will act differently in response to certain situations. For this reason we feel that a degree of flexibility is needed in the handling of behaviour difficulties, as our aim is to nurture individuals who may have vastly different requirements. It is, however, expected that all children will at all times do their best to fulfil the expectations in each of the three areas outlined above.

Procedures reviewed and amended in September 2007

Approved and adopted by Governors - 12th November 2007

Procedures reviewed and amended in November 2008

Approved and adopted by full Governing Body 9th March 2009 Agenda Item 08/28