

All Saints Church of England Primary School



Behaviour Policy

Date of Review: September 2014

Date for next review: Autumn 2017

Approved by Governors:

Our policy outlines how we encourage in children appropriate patterns of behaviour and standards of discipline. It is underpinned by the values encompassed in our Ethos Statement:

School Ethos Statement

We are all part of God's wonderful creation and each of us is special.

We will care for and respect:
our world
our school community
and
ourselves.

Finding joy in learning, and growing..... *to be the best we can be.*

This, of course, implies that we each have a **responsibility** for our collective well-being.

What is Behaviour?

Behaviour is the way we act and respond to people and to situations that we find ourselves in.

Rationale

We seek to run as an orderly, safe and corporate community expecting good manners and an awareness of the needs of others.

This policy is designed to help our pupils in finding socially acceptable ways to behave. We want all members of our school community to understand that how we behave impacts on others and that we are all ultimately responsible for our own behaviour.

What do we hope to achieve?

Our goal is for all staff and pupils to follow our **Diamond Rules**:

- ✓ Care for and respect ourselves and each other, showing good manners at all times.
- ✓ Care for and respect our school and our environment.
- ✓ Work hard and follow instructions with thought and care.

How will we go about achieving these goals?

To support these goals we will teach the Diamond Rules. At All Saints all staff will be involved in these. Good relationships are key to improving behaviour so we will promote the Diamond Rules every day, by following them ourselves and encouraging the pupils to do the same.

We have clearly defined rewards for good behaviour:

P – Parents are informed by discussions with staff and diamond certificates sent home;

R – Rewards are given for progress with Diamond Rules through the use of table points, diamonds and other class based rewards;

A – Awards are given in achievement assemblies – Star of the Week, Headteacher Certificates, Diamond Certificates;

I – Intuitive/Individual – staff use own systems for rewards, such as table points, stickers, marbles in a jar;

S – Special responsibilities and rewards can be given to pupils;

E – Encouragement – Pupils are given verbal praise whenever possible.

What do we expect to see happening in our school?

Whenever possible, we will use each other's names when addressing each other and the pupils. This includes when marking books. We will always greet the pupils into their classroom at the start of the day and ask them how they are. We will encourage the children to return the good manners.

We all treat each other with respect. Some indicators:

- ✓ Using names when addressing each other
- ✓ Looking at people when addressing them
- ✓ Courtesy when passing through doorways – each thanking the other when a whole class walks through
- ✓ Moving around school in an orderly fashion
- ✓ Helping without waiting to be asked
- ✓ Taking responsibility
- ✓ Understanding that one person's mood and behaviour affects several others in some respect
- ✓ Adults' 'firm' voices are appropriate on occasions but the tone should be one of control rather than anger or intimidation. Shouting at children is never appropriate.
- ✓ Caring for property, equipment and our environment.

What will we do if we see unacceptable behaviour in our school?

If children are well-motivated in lessons, have a broad and balanced curriculum and are encouraged to engage in productive play at break times, it is seldom necessary to intervene negatively with more than a reminder about what is acceptable

behaviour and what is not. Children and adults are encouraged to apologise and forgive when appropriate.

At every age the clear message must be given to children that all behaviour has consequences. In how s/he chooses to behave, the pupil will determine whether the consequences are favourable or unpleasant.

Forgiveness is an important part of the ethos of this school – no child acquires ‘a bad name’. We reject undesirable behaviour; we never reject the child.

We will not accept severe negative behaviour such as: bullying, racial, sexual or physical abuse, swearing or refusal to follow instructions.

We follow a **5 step approach** to unacceptable behaviour displayed through the use of a traffic light system:

- Step 1:** First **verbal warning**
- Step 2:** A **recorded warning** – move child’s photo to the *first* amber strip
- Step 3:** **Move to another place** – move child’s photo to the *second* amber strip
- Step 4:** **A consequence must be given** - name into the class red book and the loss of a break time; child to stay in their classroom with a member of staff
- Step 5:** (*Twice in Red Book in any one week*) **Referral to Headteacher, Deputy Head or Assistant Head**; stay there for the rest of the session with work, sent by the class teacher, and to receive a lunchtime detention. Parents informed by letter (*see appendix 1*)

If a child physically assaults another child they will automatically move to step 5. Where physical assault is serious, a fixed term exclusion may be given. This is at the discretion of the Headteacher.

For more persistent bad behaviour, various behaviour modification strategies will be applied, including a programme of pastoral care. Incentive sheets for recording incidents of desirable behaviour may be used. A child’s behaviour may be monitored for a short time. Behaviour targets would be agreed by all parties, including the child, and the child’s efforts and progress monitored regularly through the day. Records may be kept about responses to the undesirable behaviour.

Internal exclusions might be imposed in instances of persistently poor behaviour or external agencies called in by the Inclusion Manager.

Children with Emotional and Behavioural Difficulties (EBD)

Children with more acute emotional/ behavioural needs will be supported in accordance with our policy for Special Educational Needs (SEN). Where school-managed support proves to be insufficient within a realistic time frame we would make a referral to the Local Authority Learning and Behaviour Support for further assessment and diagnosis of the child’s needs.

Periodically

Pupils will be encouraged to self assess and discuss their behaviour with their teachers.

The aim of this system is to promote and acknowledge the **good behaviour** of the majority of our pupils. It is difficult to measure the absence of a 'negative', but our success criteria might be that:

- ✓ *Every pupil has had more rewards than consequences*
- ✓ *Everyone – adults and pupils – can cite examples of how our school ethos statement is kept alive*
- ✓ *There is a shared partnership with parents and a shared knowledge about each pupil's behaviour in school.*

Other related policies

- Anti-bullying
- Positive Handling
- Child Protection
- Special Educational Needs and Disability
- Single Equality Scheme

Appendix

1	Letter template for lunchtime detention advice to parents
2	Rewards and Consequences



**All Saints
Church of England Primary School**

Lunchtime Detention advice to parents/ carers

Date:

Dear

In accordance with our behaviour policy, _____ has been given a lunch-time detention on _____ day for the following reason(s):

We hope that you will discuss the matter with _____ so that s/he can see that home and school are working together for his/ her own good.

If you wish to discuss the matter further please contact school to make an appointment.

Please complete and return the attached slip to confirm receipt of this letter and add any comment that you would like us to note.







Yours sincerely,

Class teacher



I have received the letter of advice that _____ (child's name) has been given a detention.

Signed _____ Parent/ carer. Date: _____

Behaviour Protocol

In school		Playground	
Undesirable behaviour	Consequences	Undesirable behaviour	Consequences
Low level 	Verbal warning AMBER	Low level 	Verbal warning
No acceptable improvement 	Recorded warning Move to another place AMBER	No acceptable improvement 	Sent to have 5 minutes 'time out' near wall
Repeated 	Move to RED Name in RED book Sent to HT/DHT or AH Lunchtime detention	Third instance 	Recorded warning Issuing if a RED CARD Name in lunchtime RED book – reported to class teacher at end of lunchtime and photograph moved to RED strip

Serious Behaviour

4	All incidences of serious behaviour will be recorded onto CPOMS. and logged into the RED book. Headteacher (or Deputy/Assistant in Headteacher's absence).	
5	Any first instance* of serious behaviour: 	Lunchtime detention (or playtime at KS1 teachers' discretion) or temporary exclusion at the Headteacher's discretion
6	Repeated incidences of any serious behaviour 	Pupil put on report/ pastoral support plan/ SEN stage review Temporary or permanent exclusion in accordance with Local Authority guidelines and our Behaviour Policy