



ST ANDREW'S CHURCH SCHOOL

BEHAVIOUR POLICY

AIM

We will promote our christian values in all aspects of school life to make St Andrew's a happy, safe and supporting environment for all our children and staff.

Our expectation is that all members of the school community (including all adults working in the school, children and parents) will:

- develop self esteem and a respect and care for others
- have high expectations of the standards of good behaviour
- feel equally valued
- enjoy being at St Andrew's and work hard to achieve success
- develop self-regulation through making good choices
- be punctual and smart
- be committed to a shared and unified approach towards behaviour

To support our aims staff will:

- acknowledge and praise considerate behaviour such as kindness, politeness and willingness to share
- respond generously to positive behaviour
- take collective responsibility for pupils
- ensure that learning activities are planned and well prepared, that work is appropriate to the needs of the child and that support and challenge is provided
- listen to each child fairly in times of confrontation between children and encourage them to find a solution
- use **Emotion Coaching** to empathise with how a child is feeling and encourage them to talk through their feelings to assist a child to alter their behaviour and develop self-regulation skills
- set clear rules, routines and boundaries for children by using positive language, actions and strategies to reinforce appropriate behaviour, helping children to find solutions in ways which are appropriate for their age and stage of development

GOLDEN RULES

We are gentle (We don't hurt others)

We listen (We don't interrupt)

We are kind and helpful (We don't hurt anybody's feelings)

We are honest (We don't cover up the truth)

We work hard (We don't waste our own or others' time)

We look after property (We don't waste or damage things)

REWARDS FOR GOOD BEHAVIOUR

As a school we recognise and celebrate good behaviour (particularly learning behaviour) and effort.

Age appropriate rewards will include:

- Praise and acknowledgement by adults
- House Points
- Golden Time
- Recognition in Assembly, e.g. Learning Leaves
- External awards and achievements celebrated in Assembly
- Showing work to other classes and teachers, including the Head and Deputy Head teacher
- Communication with parents
- Whole class reward schemes
- Stickers where age appropriate

CONSEQUENCES AND SANCTIONS

FOUNDATION STAGE

In the Foundation stage, emphasis is placed on positive reinforcement of Golden Rules.

All children are praised for positive behaviour and adults use a visual system called 'Build a Rainbow'. Adults support children in developing conflict resolution and self-regulation skills. The expectation is that all children start and remain in the 'sunshine'.

If negative behaviour persists children may be given five minutes 'Thinking Time' seated away from other children within the classroom or be re-directed to a partner class for a short period of time.

The child's parents are informed in cases of recurring behavioural patterns that are causing concern.

KEY STAGE ONE

- Assertive Discipline:

-Verbal warning

-Name moved to 'thinking' teddy

-Name moved to 'sad' teddy (missed play)

Steps started fresh after each break.

If negative behaviour persists or on occasions of exceptional negative behaviour = Time Out to another classroom (logged by class teacher) for a short period of time with some work to complete. Child completes missed work during playtime.

KEY STAGE TWO

- Assertive Discipline:
 - Reminder
 - Formal reminder: "This is a warning"
 - Time Out (**logged by class teacher**) to another classroom for a set period of time with some work to complete
 - Child completes missed work during playtime (supervised in the classroom by an adult)

Other strategies that may be implemented across key stages are:

- Withholding privileges
- Community service
- Making reparation, e.g. a letter of apology
- Individual behaviour diaries
- Some pupils may have individual behaviour plans
- Continuing concerns will be shared with parents
- Meetings to discuss behaviour may be appropriate
- At playtimes children may be asked to sit out for short periods until they are ready to resume play.

LUNCHTIME

SMSAs and TAs will inform staff of any particularly challenging lunch-time behaviour and normal school sanctions will then apply. SMSAs and TAs will record children who have shown excellent or improved behaviour as well as those who may have demonstrated negative behaviour. Wherever possible, incidents will be carefully and sensitively resolved before the end of lunch break. If a child needs a short period of Time Out to calm down, they may be instructed to stand away from the main playground until deemed ready to resume playing safely. This may follow the use of **Emotion Coaching** strategies. Playground Pals (Y6) may assist in the mediation of minor incidents and will model excellent behaviour themselves.

Safety Guidelines

Only school soft balls (e.g. plastic or foam) are to be used for football. School basketballs may be used for shooting baskets only.

The adults on duty will ensure the safe and appropriate use of playground equipment (skipping ropes, beanbags, bats etc.). Adults and Playground Pals will encourage fun and fairness and will help children to learn new games.

At St Andrew's we have high expectations of behaviour from all children throughout the school day, this includes walking quietly around the school and demonstrating excellent manners towards each other.

At St Andrew's we do all we can to prevent serious sanctions being used, but in the event of persistent and challenging disruption and non-compliance, staff

will send for an additional adult (Adult Needed Urgently card kept in each classroom). The adult collecting the child will take that child to the Time Out class. Should difficulties still not be resolved we may exclude (either internally or externally as appropriate) if:

- The pupil is aggressive, physically violent or rude to a member of staff
- The pupil is aggressive/violent towards another pupil
- The pupil persistently refuses to obey instructions
- The learning of other pupils is persistently disrupted
- The pupil deliberately damages property
- The pupil continuously bullies another child (physically or verbally)
- The pupil is involved in behaviour that brings the school into disrepute by showing any of the above behaviours on the way to or from school or while taking part in a school visit

Some pupils may have an individual behaviour plan due to their particular needs and the Headteacher will consider this in the case of possible exclusions. In all cases, the Headteacher will make the final decision and parents will be informed immediately, or as soon as possible. In the case of a child with a Child Protection Plan, the child's social worker will also be contacted.

RECORDS OF BEHAVIOUR

Incidents of behaviour are recorded in several ways in order to monitor individual patterns of behaviour or areas of concern. **Behaviour Logbooks** are kept by class teachers (within the classroom), TAs/teachers (general logbook in the staffroom) and the Senior Management Team.

PHYSICAL INTERVENTION

School staff has a duty of care for all pupils in the school and may, as a last resort, intervene physically in order to safeguard the welfare of children in their care. Key staff are trained in order to do this safely.
(Please see our **Physical Intervention** policy)

If any behavioural problem persists we will, with parental permission, seek advice from and work closely with outside agencies.

*Reviewed and amended: September 2018
Next review: September 2019*

*Please read along with the **Inclusion Policy**.*