

ST. ANDREW'S C. OF E. PRIMARY SCHOOL



BEHAVIOUR POLICY

Autumn 2018

At St Andrew's we believe in promoting a high standard of behaviour through positive attitudes, praise and reward. All our children are encouraged to treat adults and other children with courtesy and parents are asked to support the school in this. We recognise that management of behaviour is developmental and must respect individual children's level of understanding and maturity.

Aims

- For pupils to be confident and have respect for themselves, others and their environment.
- To develop the pupil's sense of self discipline and acceptance of responsibility for their own actions.
- To create an atmosphere where effective learning takes place.

Objectives

- To support our pupils with their individual needs.
- To be firm, fair and consistent when dealing with situations.
- To promote positive behaviour with clear boundaries and clear expectations.
- As adults, to provide positive role models and examples.
- To establish and maintain clear, supportive communication between school, parent and pupil.
- To support all staff in dealing with inappropriate behaviour through training and clear organisation.
- To employ effective strategies relevant to the needs of the child.
- To include parents whose children's behaviour is inappropriate as part of the support team.

Organisation

The school will encourage, promote and support appropriate behaviour by:

- A strong emphasis on being part of a Church School and promoting core values and the beliefs of the Christian faith
- A strong focus on social, moral, spiritual and cultural awareness and understanding
- A strong PSHCE curriculum
- Publishing and being committed to a Home -School - Pupil agreement.
- Praise
- Visual displays in class eg, written comments on pupils work
- A visit to the Head Teacher/Deputy Head Teacher and other colleagues
- Liaison with parents and carers
- Stickers, stamps and house points displayed in class
- The use of Class Dojo to share and celebrate success and positive choices
- Recognition in assembly
- Termly certificates to recognise high achievement, co-operation and improvement
- Class ticks and collaborative acknowledgements and rewards
- Highlights and comments on positive behaviour through on-going discussion, open evenings and annual written reports
- In individual cases, special rewards and systems may be employed after discussion with the Inclusion Manager and Head Teacher.

School Core Rules

1. We show respect at all times
2. We always try our best

Where a pupil shows inappropriate behaviour, situations will be dealt with in a fair and appropriate manner by:

- Immediate recognition of inappropriate behaviour and reinforcement of the expected standard, within class and on the playground.
- A minor penalty, where possible, relevant to the offence, eg loss of free time, written/verbal apology, change of seating position. The need to 'put things right' will be reinforced.
- Inappropriate behaviour on the playground is recorded on behaviour slips (Appendix A) and monitored by the class and Head Teacher.
- All incidences where a child has disturbed someone else's learning will be recorded in the class Behaviour Logs (Appendix B), with details of the incident, the follow up action and the adult who dealt with it
- Children may be sent to another classroom for some time out or to complete unfinished work. In this instance, the child must be clear about where he/she is expected to go and what he/she is expected to do. The person teaching the other class must also be made clear of what the expectations are. In KS1 a TA may accompany the child, in KS2 the child may be asked to go to another class on their own. If needed, another child may accompany them or a note may be sent to explain the situation. A sand timer may be used to support the time out.
- The child will repeat or complete work where inappropriate behaviour has affected the required standard of work.
- On occasions, the child may be taken to either the KS1 or KS2 Leader, a member of the Senior Leadership team or the Head Teacher.

There will be occasions where informing and working with parents is vital to the development of the pupils behaviour. This may take various forms:

- Informally talking to the parent before or after school. Discussion should be around the incident rather than the child. Avoid labelling children and using derogatory words, eg naughty boy. All conversations must be recorded on a Parent Discussion Sheet (Appendix C)
- Further discussion with the parent, informing the Head or Deputy Head Teacher and Inclusion Manager
- A weekly form will be completed to note behaviours and provide an overview of concerns and occurrence (Appendix D) for an agreed period of weeks.
- A formal discussion with the Head Teacher and Inclusion Manager to review observed behaviour

When dealing with on-going inappropriate behaviour, the following strategies will be used, when appropriate;

- Discussion with pupil, parent and Inclusion Manager reinforcing expectations and setting targets.
- A weekly observations form will be completed/behaviour sampling, recording pupil's behaviour pattern. Recording of pupil's attitude at home will also be recorded by the parent/carers on a parent's form (Appendix E).
- Follow up meeting with class teacher, Inclusion Manager and/or Head Teacher to discuss findings, set targets and agree monitoring format. Agree date for review and set time. (Appendix F)
- Setting up of a behaviour contract between pupil, parent/carers and school. Review time set and agreed (Appendix G).

Throughout all dealings with pupils, the necessity for support and action from recognised agencies will be discussed and initiated if necessary. In exceptional circumstances a child may be internally excluded from class for a period, or excluded from school for a period or permanently excluded by the Head Teacher. In such cases the school will follow guidance in DfE document Exclusion from maintained schools, academies and pupil referral units in England September 2017 (REF: DFE-00095-2017)

Bullying

We firmly believe that this type of behaviour is wholly unacceptable. Please see our Anti Bullying (including racist incidents) policy for details.

Equal Opportunities

The standard of behaviour expected is common to all pupils. All pupils will be dealt with fairly and supportively regardless of gender, ethnicity, physical and mental ability. (Please see the Equality Policy and Plan).

Special Educational Needs

The individual needs of the child will be taken into account when dealing with all specific incidents and when identifying the appropriate strategies to adopt.

Staff Development

All members of the school community will be given access to training concerning the positive management of pupils, including the use of different curriculum resources, strategies, frameworks and current best practice, to promote and support appropriate behaviour.

Monitoring and Evaluation

The adopted strategies and their usage will be monitored by staff, senior management and Governors. This will be done through meetings, analysis of Behaviour Logs, targeted questioning and feedback from pupils and parents. Each week the Deputy Head will collect and analyse the Behaviour Logs and provide feedback to all staff (Appendix H). The school council will report children's views on behaviour annually. The School Council will be required to report annually on both policy and practice. The Behaviour Policy will be evaluated as part of the policy review cycle and amended as appropriate. It will be reviewed and amended in line with Government Legislation.

Appendix A



Behaviour Slip

Pupil's Name..... Class.....

Poor Behaviour Choice	Actions	Date and time
Where did incident take place?	Reported to:	Staff member



Behaviour Slip

Pupil's Name..... Class.....

Poor Behaviour Choice	Actions	Date and time
Where did incident take place?	Reported to:	Staff member

Appendix B



Pupil's Name..... Class

Poor Behaviour Choice	Actions	Staff member and date

Appendix C



Parental meetings

Date/ Meeting requested by	Pupil Name	Parent name / Teacher name	Concern
Actions, support and advice given.			
Date/ Meeting requested by	Pupil Name	Parent name / Teacher name	Concern
Actions, support and advice given.			

Appendix D

School Weekly Report

Name:

Date:

	Morning	Lunch	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Appendix E

Parent Weekly Report

Name:

Date:

	Morning	Lunch	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Pastoral Support Plan
Target and Monitoring Sheet

Reason for Target Setting

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People

St Andrew's C of E Primary would like

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to be involved with the target setting so they are fully aware of the behaviour

..... is aiming for.

Targets

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When the Targets are Achieved

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Consequences of Unacceptable Behaviour

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If the Unacceptable Behaviour Continues

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Review

This contract will be reviewed in weeks.

Signed:

Child

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Parent/Guardian

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Date:

Appendix G

Pastoral Support Plan
Behaviour Contract

Reason for Contract

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People

St Andrew's C of E Primary would like

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...

to be involved with this contract so that they are fully aware of the behaviour
..... is aiming for.

Behaviour Targets

..... is going to aim for these targets in order to
improve his/her behaviour.

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When the Targets are Achieved

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Unacceptable Behaviour

We agree that the following are unacceptable:

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If the Unacceptable Behaviour Continues

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Review

This contract will be reviewed inweeks

Signed:
Child *Parent/Guardian*

.....
Teacher *Head Teacher*

Date:

