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INTRODUCTION

The mission statement for our school reads: **'Working together to enjoy and achieve'**.

We strongly believe that in order for pupils to enjoy and achieve, they need to be taught the importance of choosing responsible behaviours and recognise the impact that this has on themselves and others. To do this they need to be equipped with an understanding of the school's core Christian values and the school rules and how these relate to situations.

This policy outlines the principles and strategies implemented in school to ensure that all pupils are aware of what is expected of them, how they will be rewarded if they display appropriate behaviours and consequences that will be followed if they choose not to follow the school rules. Our policy is based on POSITIVE reinforcement and the teaching of good behaviour through our values.

PRINCIPLES

To ensure that the strategies outlined in this policy are effective, it is important that all adults working in school adhere to the following principles:

We require all staff, volunteers and students to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy.

To teach values and attitudes as well as knowledge and skills and refer to these values when talking about positive and inconsiderate behaviour.

We expect all members of our setting - pupils, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with pupil's parents. Parents should be regularly informed about their child's behaviour by the class teacher so that we can share positive comments about behaviour and also work with parents to address any recurring inconsiderate behaviour.

Our school values and vision

All aspects of behaviour management are linked to our core values. Our values and vision were drawn up in consultation with pupils, staff and other members of our school community. We have also condensed these into our school rules which are easy for the children to remember when they feel angry or upset.

Value	Vision
Friendship	We show care, courtesy and consideration towards others at all times
Respect	We treat others as we would want to be treated and take care of property and the environment
Courage	We try our hardest and we are brave even when we find things difficult
Trust	We can be relied upon to carry out all tasks properly and to support one another
Honesty	We always tell the truth
Co-operation	We share and co-operate with others in learning and play
Perseverance	We keep trying our hardest even when things are difficult
Humility	We are willing to take advice and always help others
Love	We all matter
Responsibility	We are responsible for one another as well as ourselves
Forgiveness	We learn from everything
Generosity	We willingly give our time and talents to help others
<p>Our School Values Led Rules</p> <p>We are gentle We don't hurt others</p> <p>We are kind and helpful We don't hurt anybody's feelings</p> <p>We listen We don't interrupt or shout out</p> <p>We are honest We don't cover up the truth</p> <p>We work hard We don't waste our own and others' time</p>	

REWARDS FOR POSITIVE BEHAVIOUR

In order to recognise those pupils that choose to follow the rules, a system of rewards has been agreed to ensure that as a school we are promoting and rewarding good behaviour at all times. Rewards systems are organised in phases and by class teachers and will often relate to the theme. Pupils may work towards a class treat or individual rewards.

Rewards are as follows:

Team Points - House Reward System

Pupils work towards collection of house points for their work, attitude and behaviour. These are collected by house captains and shared in our Friday assembly. The house captains have set their own reward structure for collecting 250, 500, 750, 1000 house points. These are redeveloped annually by house captains (may contain rewards such as non-uniform days, 'wheelygood' days, film and popcorn, extra play to a house trip).

Infant Values Reward

Pupils are rewarded once a week through secret voting for demonstrating the schools values. They may get to take the class teddy home. Reception will focus only on three of the values.

Star badges – Merit books

Handed out during the celebration assembly to several children that excel in their work, shown excellent behaviour or demonstrated one of the values. The pupil's names are recorded in our merit books that are kept in Reception.

Class rewards

Pupils receive rewards linked to their behaviour; this will be negotiated with the pupils.

Golden Time

Year 1 - 4 have golden time once a week which is linked to our behaviour system. A pupil will lose minutes of golden time linked to the 'moving of their name' on our behaviour chart. All pupils start at the same point everyday (OFF TO A GOOD START) and have the ability to move to the 'SUPERSTAR MATERIAL' reward.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

If a pupil chooses not to follow the school rules and displays inconsiderate or inappropriate behaviour staff will initially give a non verbal sign of disapproval and then a verbal comment, i.e. initial positive comment to others modelling good behaviour or warning.

If a child continues to demonstrate unacceptable behaviour, the following procedures will be followed throughout the school:

1. After an initial verbal warning a pupil will be placed on a WARNING, the pupil will need to physically move their name label and place it in the appropriate place on the chart (This act in itself maybe enough to discourage the pupil from continuing with the inappropriate behaviour).

2. If a pupil continues to behave inappropriately they will be asked to move their name label to TIME OUT and will be required to spend a short amount of time (depending on the age of the pupil) in a partner class.
3. Further behaviour issues upon return would result in the pupil moving to RED ALERT and miss part of their play/lunch in KS1 (up to 10 minutes) or part of their lunchtime in KS2 (up to 20 minutes). Pupils will be required to complete a behaviour journal and parents are informed by the class teacher.

If there are further concerns regarding a pupil's behaviour, a meeting will be arranged between parent, class teacher/ head teacher and the pupil where appropriate.

The consequences outlined above will be applied if pupils choose to demonstrate inappropriate behaviour which affects the learning of others, for example:

- Shouting out in class
- Disrupting other children in class
- Talking during lessons and an inappropriate quantity of work produced
- Silly noises
- Making marks on other children's work
- Throwing equipment in class

More serious inappropriate behaviour would result in them being moved immediately to RED ALERT and a behavioural journal being filled out:

- Bullying – verbal and physical
- Theft and dishonesty
- Vandalism and misuse of property
- Racist or obscene behaviour – this may be linked to radicalisation
- Swearing
- Insolence to any adult

If it is considered necessary pupils may be excluded from selected events, i.e. trips, team games, and visits or asked to spend time in another classroom (for up to a day).

More serious behaviour may result in exclusion. (see County Council Adopted Exclusion Policy).

PLAY TIME AND LUNCHTIME RULES

It is imperative that pupils follow the agreed school rules at all times, including playtimes and lunchtimes. We want all pupils to enjoy the social occasion of eating their lunch with the others. As a result, a list of rules has been drawn with pupils up in order to promote good behaviour in the dining hall and playground in addition to the general school rules. They are as follows:

When we are eating we...

- Talk quietly to other children
- Eat our own lunch and not share it with other people
- Stay in our seats
- Put up our hand if we need help and to leave the table (KS1)
- Tidy up our own mess

On the playground we...

- Respect and use equipment appropriately
- Play fairly and carefully
- Treat other children and adults as we would like to be treated
- Follow timetables
- Line up quietly when the whistle blows

Rewards and Consequences at playtime and lunchtime

Rewards include:

- Praise
- Stickers
- House points

Consequences:

1. 1st warning: the pupil will be reminded of expected behaviours
2. 2nd warning: the pupil will be moved to another table away from friends or given 5 minutes time out on the playground
3. If unacceptable behaviour persists the class teacher will be informed and the pupil may be asked to complete a 'behaviour journal'. The class teacher will inform parents that this has been done and record this fact on the behaviour journal.

TRACKING OF PUPIL BEHAVIOUR

Pupils' behaviour is tracked in class on behaviour tracking sheets; which are kept by the teacher and reviewed every Friday by the head teacher/deputy Headteacher/member of SLT in the head teacher's absence. Tracking sheets are used to look at patterns and occurrences of behaviour and are a useful source of information when meeting with parents or looking to place the child on behaviour plan or support them on my plan, my plan+. Overviews of pupil behaviour are analysed, in particular, groups such as SEN, FSM, CLA are looked at to look for patterns or trends. These findings are used to support effective behaviour changes to school, cohort or individual needs.

Bullying (Reference should be made to anti bullying policy)

Bullying is a totally unacceptable form of behaviour. We take bullying very seriously. It is defined as:

The persistent physical or verbal abuse of child or group of children; characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

Bullying will not be tolerated in school but we distinguish between:

- Single incidents which will be dealt with through the procedures described earlier, this is not considered to be bullying
- Repeated, systematic or continual incidents, which will be, regarded as bullying

All allegations of bullying will be taken seriously and investigated thoroughly. When investigating accusations of bullying, staff will follow these procedures:

The head teacher will be informed
All pupils involved should be spoken to (where practicable) and conversations recorded on interview sheets either by the teacher or the pupil
Information regarding such events to be recorded as evidence
All information taken into account and used when making a decision
Parents informed (bully and perpetrator) and next steps shared

Individual Behaviour Targets

For some children, including those with special educational needs, it may be appropriate to introduce specific behaviour targets (this may be part of a my plan or my plan+). If this is considered necessary, parents will be fully consulted and involved in the process. These are short term and used partly as a deterrent but also as a means of gathering information.

Use of Physical Restraint

Adults employed by St. James' C of E Primary have the authorisation to physically restrain a pupil if the need arises and have attended relevant training. They are trained physically restrain using the Team Teach training programme. Any physical restraint will be carried out in line with county guidance as set out in the document 'Guidance on the Use of Physical Interventions'. The control must be reasonable in all cases to prevent the child from doing any of the following:

Committing a criminal offence
Injuring themselves or others
Causing damage to property

Exclusion from School

From time to time it is considered appropriate to exclude a child from school. The school follows the Gloucestershire County Council Policy. Information about exclusion can be found at: <http://www.gloucestershire.gov.uk/article/107601/What-to-do-if-your-child-is-excluded-from-school>

Policies to be read to support this policy include: Special Needs, Looked After Children, Pupil Premium, Anti-Bullying, Exclusion, Child Protection and Safeguarding , Teaching & Learning and the Prevent Protect Agenda against radicalisation.