



Behaviour Policy

Equal Opportunities, Racial Equality and Inclusion

The children of St. Philip's are from a wide variety of culture, backgrounds and lifestyles. We aim to ensure quality of opportunity for all our children irrespective of race, gender, class, ability, sexuality, special needs or whether they are looked-after children.

The Principles of our Policy

- At St. Philip's C.E. Primary School we strive to achieve the highest possible standards of behaviour. This is dependent on the commitment and involvement of all parties, Children, Staff, Parents and Governors.
- We believe that high standards of behaviour enhance the quality of teaching and learning available to our pupils and these standards are important in reflecting the school's ethos, which is based on Christian principles and gospel values. We aim to be consistent in our approach and in our application of any agreed rules and reinforcement strategies and to work within the premise of our 'Every Child Matters' Policy SEAL (Social and Emotional Aspects of Learning) and with the use of a restorative approach.
- Parents and carers are highly valued as joint partners in this process and we expect, as well as appreciate their involvement and support at all levels.

The overriding principle at St. Philip's is one of nurture rather than punishment.

Various levels of behavioural strategies operate within the school at any one time, ranging from those concerned with classroom management and ethos, to those relating to an internal exclusion for a fixed period of time.

At St. Philip's we always respond sensitively and professionally to the needs of particular individual children.

Throughout each day the expectation is that every member of staff will endeavour to adopt a positive attitude towards all our pupils.

What follows offers general guidelines which ensure a whole school approach and which are applicable to the vast majority of our children most of the time.

Classroom rules

In every classroom (Foundation Stage, Key Stage One, Key Stage Two) the following rules are displayed and the expectation is that these are followed.

- Be kind to others
- Keep your hands and feet to yourself
- Only call people by their given names

- Always do as you are asked the first time
- Get on with your work without disturbing others
- Take care of the school environment

These rules are discussed with all age groups at the start of each academic year and are referred to as and when necessary throughout it. Various reward systems are in operation in order to positively encourage and reinforce these rules.

Rewards system

Throughout each day the expectation is that every member of staff will endeavour to adopt a positive attitude towards all our pupils.

- Whole class rewards systems, usually a star or smiley face chart which is displayed in the classroom 50 stars/smiles leading to a whole class reward at the teacher's discretion. This may be in the form of Golden Time or Choosing Time or a treat, such as watching a film (U certificates only, if staff wish children to watch a PG certificate film they must gain parental permission first). Time can be taken off throughout the week for children not behaving appropriately.
- The Headteacher also rewards good work and/or behaviour with a Headteacher's Award.
- At the end of the week each class teacher selects two children to be awarded a 'Certificate of Achievement'. These are given for a variety of reasons including behaviour, attitude and class work, the school values should also be taken into account. These special certificates are presented at the Celebration Assembly by a school governor; they are displayed in the hall for one week and then are taken home.
- The lunchtime organisers also award certificates and stickers for good manners and good behaviour on a regular basis.
- YR – Y6 subscribe to a concrete rewards system team points, which is a popular motivating factor for our children. The number of points is collected from each class, totalled and the team with the most points for that week is announced at our Monday Assembly. The results are then displayed in the hall. All staff including the lunchtime organisers award team points to the children.
- Positive letters, phone calls home
- Stickers
- Praise

Strategies for all staff to promote good behaviour

Guidelines for positive actions to keep our children learning and to develop socially

- Meet and greet with a smile
- Have a positive attitude
- Have high expectations of behaviour
- Catch them being good

- Positive comments to individual children
- Build good relationships with child and parents/carers
- Be clear and realistic
- Acknowledge good behaviour with praise
- Give quiet personal reminders
- Praise children when they turn behaviour around / make the right choices
- Defer discussions about consequences of behaviour to a more appropriate time
- Start of the day remind about expectations
- Give clear, achievable options or choices and consequences
- Children evaluate their own behaviour
- Individual class incentives
- Use non-verbal gestures to remind and encourage
- Remind yourself to be positive
- Praise other classes for good behaviour
- Move around the room praising good behaviour
- Praise individuals to remind others
- Brain gym, games, singing to refresh and settle
- Silent hand up to gain attention
- Position TAs effectively
- LEAF system, restorative (Listen, Effects, Amends, Follow up)

NB: These are only guidelines, teachers are encouraged to create their own class systems in addition to the whole school systems

BE CALM, BE POSITIVE, BE CONSISTENT REMEMBER EVERY DAY IS A NEW DAY

Consequences of unacceptable behaviour

When the rules are broken, various consequences come into operation. These can be summarised as follows:

Whole School

A variety of visual systems are used to warn and record consequences of behaviour. These are at the teacher's discretion and according to the needs and age of the children. All consequences of unacceptable behaviour are consistently applied.

These may include:

- Verbal warning.
- Name on board.
- Tick next to name
- Exclusion to another class. (needs to be recorded-when and how long)
- Child removed to Head/Deputy if out of class on more than two occasions in any one day
- The teacher on playground duty may also send or bring a child to Head/Deputy

REMEMBER – EVERY DAY IS A NEW DAY

We endeavour to start every day ‘afresh’. However, in some cases, the behaviour may warrant further sanctions.

EXCLUSION OF A CHILD TO ANOTHER CLASS

If a child’s behaviour is such that it is felt by the class teacher that it is appropriate to remove them to another class, then a system of partner classes exists to support this:

- NURSERY & RECEPTION
- YEAR 1 & YEAR 2
- YEAR 3 & YEAR 4
- YEAR 5 & YEAR 6

The class teacher uses a time out card, which informs the partner class teacher of the time that the child is to remain in that class.

Occasionally a class teacher may feel that another year group would be more appropriate this needs to be arranged between the class teachers, prior to the removal of the child.

The child will remain in the designated room for a fixed period (stated on the Removal from Class Slip) in order that they might reflect, before returning to their own class, showing that they have modified their behaviour appropriately. There should be a place in each class for a child to sit and reflect (this is not on the floor). Parents/carers will be notified when there has been repetition of unacceptable behaviour, **verbally** or via a letter and the matter discussed at the earliest opportunity. Naturally, subsequent positive feedback will also be given as and when appropriate.

CHILD TO HEADTEACHER/DEPUTY HEAD

A child may be sent to the Headteacher or Deputy Head teacher after a major single breach of discipline and/or behaviour or an accumulation of misdemeanours (usually after two timed removals from class in any one day). The date, name, reason, sanction and any relevant information will be recorded, usually by the Head in the Behaviour Log (kept in the Head’s office) If appropriate parents/carers will be contacted by telephone or letter and will be seen at the earliest opportunity. The matter will then be discussed and any further action or consequences necessary outlined.

LUNCHTIME

Children who misbehave in the playground will stand against the wall for five/ten minutes depending on the seriousness of the incident. The Lunchtime Organiser will escort any child causing a major problem to the Headteacher/Deputy Head at Nurture Group.

A Lunchtime Organiser will be responsible for supervising the length of time spent against the wall.

This policy was updated July 2017 to be reviewed July 2018