



St John the Baptist Primary School, Titchfield Common

BEHAVIOUR POLICY

'Living, loving, learning with thankfulness and hope'

(See also Anti bully, physical intervention, child protection and safeguarding policies)

Related Documents:

Vision & Aims Statement

Christian Values

Anti-Bullying Policy

Home / School Agreement

Hampshire / DfE Guidelines on Exclusion

Statement of intent

We, at St. John's believe that the heart of any school community rests upon the quality of relationships within.

To enable such relationships to flourish, we believe it is necessary to involve our school community in understanding and supporting a whole school approach to behaviour.

We aim to provide a positive, happy and caring ethos where children and adults care for others in an atmosphere of mutual respect and co-operation. (See school aims)

At St John the Baptist Primary School, excellent behaviour is as at the heart of our school's ethos, values and culture. In implementing our behaviour policy, we believe that:

- Children, staff and visitors have a right to be safe and happy in school
- Children and staff have a right to attend a school in which learning takes place without disruption from other pupils.
- Teachers have a right to teach and ensure the welfare and safety of all.

In order to realise these aims, we value the partnership between home and school and the important part parents play in ensuring high standards of behaviour at St John the Baptist Primary School.

At St John the Baptist Primary School, good discipline is the collective responsibility of all staff; for all pupils all of the time. We recognise that children learn by example and through positive role models.

There is an expectation that all members of our school community have a right to be treated with respect and courtesy. As a staff, we will participate in open discussion about behaviour, share expertise and offer full support to colleagues in dealing with any misbehaviour.

Parents and governors share the same desire as our staff to ensure children are happy and safe, well behaved and conscientious. We believe that everyone should feel valued and to this end all associated with the school at St John the Baptist Primary School: - staff, parents, governors and children, will work towards promoting the school's ethos and sense of community.

Our whole school approach to good behaviour incorporates the school's organisation, the curriculum - with personal development learning at its heart - and the physical environment. We aim to maintain high standards in these so as to foster each child's:

- Self-esteem and responsibility
- Sense of security and of belonging
- Pride in his/her achievements and in the school

Encouraging Our Values – Promoting Good Behaviour

We aim to carry out the above by:

Providing a safe environment for learning

Promoting self esteem by having a range of rewards and privileges

Carrying out sanctions and rewards fairly and consistently

Encouraging partnership and trust with parents

Ensuring that teachers and support staff listen to children

Ensuring that all school rules are clearly communicated to all staff, children and parents

Ensuring that all pupils feel valued at school

Having high expectations of achievement in work and behaviour

Recognising achievements in and out of school positively with praise and encouragement

Collective responsibility for our school community

Opportunities to give and accept responsibilities

Core Christian Values:

Love, thankfulness and hope

To include:

forgiveness, fairness, endurance, peace, courage, compassion, wisdom, friendship and service

Our Rules

In order for children to learn the responsibilities of being part of a community and a good citizen we have a set of four rules linked to our values. These help everyone feel happy and safe in school.

At St John the Baptist Primary School we.....

- Show kindness and respect to each other (Treat people as you would like to be treated, offer help and understanding, Be polite and remember please, thank you and excuse me, Try to speak listen and act with courtesy School value - LOVE
- Always tell the truth (Be honest with ourselves and others in the knowledge that we learn from our mistakes) School value - HOPE
- Always do our best (Be responsible for our own learning, persevere, set high standards and goals - School value - HOPE
- Look after each other and -our school (Show friendship to all, Be caring and helpful, Take care of our property and environment, refrain from actions that could hurt others - School value - THANKFULNESS and HOPE

Each rule is explained and discussed through PSHE and assembly themes.

Rewards

Our policy is based on positive re-enforcement about expected behaviour and therefore has a system of rewards outlined below to help to ensure consistency of approach.

Each class is involved in devising a set of rules which are drawn up at the outset of each school year and referred to regularly.

To reinforce good behaviour, a reward system has been established at individual, class and whole school level. The process involves the teacher in negotiation with the class to define expectations.

Whole class rewards (special class negotiated activity - (5 -15mins) -

Whole class stickers/points when class has worked well together/achieved a class goal. (Links in paper chain, petals on a flower, marbles in a jar - See ideas for collecting points). Teacher's need to work together to ensure that this is consistent across year groups.

General school awareness / praise- from all adults

Praise in front of other children - in class e.g. for being polite, saying good morning etc; in achievement assembly; round the school.

Sharing and showing work to another adult - e.g. a former teacher, teacher in another class and/or Head teacher.

Parents informed

Personal comments on a child's work in line with the school's marking policy.

Supervisory assistants (Key Stage 2) to issue yellow recognition cards to share with class teacher and parents (Show teacher and take home)

Awards

Merit points

Behaviour/social awards in the form of Merit Points or stickers will be given appropriate to the age of the child. These merits are for rewarding good behaviour in relation to work skills and social skills. It is important that we recognise, for example, when children are sharing, caring for others, showing respect and persevering:

In key stage 1, 10 stickers completes a merit award which is signed and dated by the classteacher, celebrated in class and sent home. In lower Key Stage 2, 20 stickers are collected and presented in the same way. In upper key stage 2 the children collect their merits on a class sticker chart. When the children achieve 20 merits they are presented in class with a merit certificate to take home.

Teachers record certificates presented in the 'celebration' file - displayed in classroom A chart should be available so that children can see that they are working towards a sticker and their name in the merit book

Remember to celebrate merit certificates achieved each week with your class and send them home.

Assembly theme certificates

Each week (where appropriate) there will be a theme in an assembly for the children to act upon and each teacher will nominate two children from each class to receive a certificate on Tuesday/Friday Celebration Sharing assembly. Eg. Sharing with others, being a friend, being a team

In year R immediate response stickers are often most appropriate.

Children and staff are able to nominate children for our cup of kindness award.

Achievement awards

These are issued for particular achievements/ attaining targets in curriculum areas including work completed for homework. They will be in the form of a stamp sticker or tick, dated and signed, on an achievement card.

All children from Years 1 to 6 will have an achievement card. There will be awards for effort as well as individual success in all curriculum areas. The area of achievement must be recorded (written down) so that they can be referred to when children achieve certificates.

Certificates of Achievement will be issued in A Celebration Sharing Assembly (nearest Friday) Names are noted in a gold book which is completed by the Head teacher and is available for visitors to peruse.

| | |
|----------------|------------|
| Bronze Level | 10 awards |
| Silver Level | 20 awards |
| Gold Level | 30 awards |
| Ruby Level | 40 awards |
| Sapphire Level | 60 awards |
| Emerald Level | 80 awards |
| Diamond Level | 100 awards |
| Platinum level | 120 awards |
| Rainbow | 140 awards |
| Bronze owl | 160 awards |
| Silver owl | 180 awards |
| Gold Owl | 200 awards |

In Years 5 and 6 Special privileges will be identified i.e. children given particular responsibilities such as prefects, playground buddies and play leaders.

Sanctions

Whole School Approach

Conversely, we have need to devise a clear code of practice on sanctions to provide a consistent response to any infringement of our school rules. These sanctions are stepped or graduated depending on the nature of the incident or its repetition

Key Stage 1.

All children start the day with their name on the green traffic light. Initially a child receives a verbal warning. If the behaviour continues the child's name moves to the amber traffic light and a third on the red.

- 1st red traffic light - child walks with teacher on duty for 5 minutes at play time
- 2nd red traffic light - See the Key stage 1 leader to discuss behaviour
- 3rd red traffic light - class teacher meets with parent to discuss behaviour strategies

Each red card is recorded in a class behaviour log.

In reception the children have named ducklings and goslings who swim along on a pond. If a child receives a warning their Gosling or Duckling moves to the weed and then the mud.

Key Stage 2

Initially a child receives a verbal warning. If the behaviour continues the child's name is moved to the amber traffic light and a third on the red.

- 1st red card - playtime detention. Children to complete a 'reflecting on my behaviour' form. File in behaviour log.
- 2nd red card - playtime detention. Children to complete a second 'reflecting on my behaviour' form and see team leader to be reminded of the consequences of a third card. File in behaviour log.
- 3rd red card - to be referred to team leader or assistant head as appropriate. Parents called in to set targets within realistic time frame. Issue behaviour chart and contract which contains non negotiables to remind the children of expectations. The chart/ log is sent home daily in order to keep parents fully apprised.

Each red card is recorded in a class behaviour log.

Each half term the children start with a fresh detention folder.

- Individual children who have emotional behavioural difficulties will operate an individual behaviour log to highlight patterns of behaviour for targeting and discussion with parents, devising an appropriate sanctions and reward system. Teaching Teams highlight children in need of programmed support by our Elsa's who work in collaboration with the children, class teacher and parents. Individual behaviour plans will be devised as necessary and external support will be sought where appropriate.

Wherever possible the class teacher will deal with problems as they arise. Parents are to be informed in the early stages so that the teacher, parent and child can work as a team and try and rectify the problems. The class teacher will work closely with the Teaching Assistants to ensure consistency. This approach will also be maintained at lunchtime. With extreme cases of undesirable behaviour, the child should be sent to a senior member of staff or the Head teacher. The Head teacher should also be sent children who do very good pieces of work or who make a good effort.

If a child is finding behaviour difficult, the class teacher will share this information, at briefing meetings, staff meetings or in a more informal context, with the rest of the staff so that all adults can be aware of the problem and can be supportive. Catherine Sale is Assistant Head with a responsibility for Behaviour supported by Zoe Grayson as behaviour support worker.

If a child has experienced an event that may affect behaviour, the Class Teacher should inform the Head teacher or Senior Staff Member, who will take appropriate action.

All Staff in the school have a responsibility to correct a child misbehaving. However, when doing so they should model respectful behaviour. It is always better if the child can be addressed by their given name.

At all times be polite, always remind a child of correct behaviour in the first instance and recognise those children who are acting appropriately i.e. provide role models.

To create a whole school approach we must ensure consistency.

Staff should focus on looking for good role models and provide this model themselves.

Exclusions

The use of fixed term exclusions are not taken lightly, but may be used as a consequence for extreme behaviours. An exclusion may be particularly appropriate when the school requires time to ensure appropriate support is in place to manage a pupils' behaviour, particularly where there are risks to themselves or other pupils. Excluded pupils will be provided with work to be completed at home during the exclusion, and a re-integration meeting will be provided on the first day back at school to discuss the return to the classroom. Fixed term exclusions are reported to governors and to the local authority.

In taking the decision to exclude a pupil the Headteacher will follow Hampshire / DfE Guidelines for fixed period and permanent exclusions.

Playtime/ Lunchtime behaviour - Rewards and Sanctions

Children also receive stickers for good behaviour in the playground and dinner hall. These contribute to their merit awards.

Playtime Sanctions

1. Verbal warning to include reminder of expectations
2. Walk with person on duty/ sit out on bench.
3. Class teacher informed and traffic light moved.

Dinner time sanctions

1. Verbal warning
2. Walk with mealtime assistant/ sit out on bench
3. Red card given to class teacher who ensures reflection log is completed the following lunchtime.
(Counts towards three traffic light system)

The following playground rules should be reinforced through interaction with the children and should be positively phrased:

Playground Rules:

- I will play sensibly in the areas I am allowed
- I will ask permission to leave the playground
- I will behave in a friendly manner
- I will do as I am asked first time
- I will respect others play and their play equipment

Notes to help unpick the rules:

I will play sensibly in the areas I am allowed

In the correct playgrounds etc

I will ask permission to leave the playground

Permission for toilet, monitors, coats etc

I will behave in a friendly manner

i.e. Keep your hands and feet to yourself, no name calling, share and take turns, do not bully look out for lonely children, no abusive language etc

I will do as I am asked first time

If a child does not do this sanctions will be employed as with any other offence

I will respect others play and their play equipment

i.e. Abide by activities rota and respect play buddies and lunchtime play leaders, use and put back equipment appropriately, use apparatus without running, respect bushes, trees and other plants, do not interfere with others' games, put litter in the bin etc.

Staff will encourage play, suggest ideas etc.

When going out on duty the teacher and teaching assistant on duty must ensure they are ready and on the playground as the children come out.

Fighting is not allowed. Play fighting should be actively discouraged.

Children are informed that it is not safe for them to do gymnastics moves outside of PE lessons and that Piggy back carrying is not allowed. Children are informed that they are not allowed to climb trees or fences.

Children should be encouraged to walk through the library area or the year 3/4 downstairs corridor to go out to play and be reminded of the dangers of running in school.

Examples of Undesirable and Unacceptable Behaviour:

Talking out of turn

Refusing to do tasks

Insults and harassment

Deliberately hurting others

Fighting

Anti-social behaviour - spitting, swearing, stealing, lying

Monitoring

The Policy will be reviewed on a three yearly basis

Catherine Sale, assistant head teacher and Senior Leadership Team will monitor behavioural issues weekly and the Special Educational Needs (SEN) Governor will monitor termly.

They will monitor the class behaviour logs, individual pupil files where appropriate (IBMP's/ ABC's) bully log, celebration folder (merit and achievement folder) physical intervention folder.

Racist incidences are reported to governors and the policy evaluated annually.

(See Also Offsite visit policy for information re behaviour on Offsite visits.)

Reviewed October 2017