

BEHAVIOUR POLICY

‘Let your light shine’ Matthew 5 v 16

The Mission Statement of the school
Inspiring, achieving and believing in our loving Christian community.

1 Aims

The school’s aim is to develop the children intellectually, socially, morally, spiritually, physically and culturally within a caring, supportive and stimulating environment, based on the values of the Christian faith, taking into consideration each child’s needs, abilities and interests.

2 The Christian Community

In the Christian community of St Michael’s, we recognise the worth and potential of individual pupils as children of God. It follows therefore that we:

- recognise their unique nature as human beings, regardless of background, abilities, physique or experiences;
- recognise that each individual reflects facets of the goodness of Christ and that there is potential for good in each and every human being;
- promote the concepts of self discipline and responsibility for actions undertaken, with the good of all in mind;
- promote the ideal of love - both of God and of each other as fellow Christians and members of the family of Christ.

3 Aims

With constant reference to our Mission Statement, we at St Michael’s aim to foster within the individual child a feeling and awareness of self worth and value for themselves and others, and to engender the Christian values of love, care, trust, honesty, forgiveness, respect, consideration and responsibility.

4 Code of Conduct

‘Following the example of Jesus, we will always try to be caring, polite and truthful to everyone’. This means:

Always do your best;
Be kind and polite to everyone;
Look after yourself and others;

Take care of property.

5 Adult Roles

The Christian ethos encapsulated within the Mission Statement of St Michael's will be evident to all within the school community, by virtue of the example provided by all adults working within this community, as they adopt and encourage acceptable standards of conduct and behaviour in all areas of school and community life.

6 Effective Classroom Management

Class teachers operate a system of positive behaviour reinforcement (see No 8 below). They seek to establish clear parameters of acceptable behaviour and to inspire the children to attain their potential by high quality teaching in a calm learning environment. This reduces problems involving discipline.

7 Rewards and Incentives

The school operates a system of House points, with each child allocated to one of four Houses. Such points are given to reward behaviour/conduct in line with the ethos and expectations of St Michael's. In addition, Certificates are awarded weekly by class teachers. Recipients of these receive recognition in Friday Assembly, their name on the board for a week and the Certificate is then taken home as a permanent and personal memento.

8 Procedures and Sanctions – School Behaviour Plan

Each teacher will monitor classroom behaviour through the use of '***The Traffic Light System***'.

Each morning the children get a new start and have their names placed in the green circle. This will reset at lunchtime.

If the children break a rule they move to the amber circle. Following good behaviour they can be returned to the green circle.

If they persist in inappropriate behaviour or are involved in severe behaviour, their names are placed in the red circle and they will complete a reflection sheet. A copy will be kept on file and a copy sent home.

Children who stay in the green circle are praised or rewarded – a gold star is for outstanding behaviour and attitude to learning.

At the end of the week the class can earn up to 15 minutes golden time. This is to be taken at 2.50pm on Fridays. Golden time activities will be agreed by the children and their class teacher.

Any child who has been in the red circle will not participate in Golden Time.

If children are moved into amber – parents may be informed and a behaviour log will be completed if it is deemed necessary. The behaviour log will be kept by the class teacher. Children who are moved to red will be communicated to parents and a record will be held. If a child has been on red 3 times in a term, parents may be contacted to discuss strategies for moving forward. A behaviour report card to track behaviour may be given at any time to support and monitor.

School consequences

Children who follow the school rules (see appendix 1) may receive the following rewards, individually and for the class group

Rewards

- Verbal / non-verbal praise.
- Stickers from the Headteacher for good work and behaviour.
- Selection for Merit Certificate.
- Stickers for good work and behaviour from class teacher.
- Team points.
- Dojo points
- Golden Time (15 mins).
- Special responsibilities.
- Positive visit to other teachers.
- Positive meeting with parents.
- Quick notes home to inform parents of good behaviour.
- positive comments in reading and homework diaries.

Children who choose not to follow the school rules will receive the following sanctions individually.

All pupils to be informed of consequences at each stage.

Sanctions

Eye Contact

Verbal warning/prompt – two may be given

- Child's name to be said and inappropriate behaviour pointed out to child.
- Focus on behaviour not child.
- Avoid personalising behaviour.
- Thank if the child complies.

Move pupil to another seat (At this point the child should be placed in amber)

- Either in a different group or another part of the classroom.
- Remain for duration and complete lesson tasks.

Time out of class in another classroom (Child should be placed in the red if following this behaviour does not improve)

- Removal to another classroom for a period of 10 minutes.
- Pupils to go to agreed class for 'time out' wherever possible.
- Pupils must take class work with them.
- Use this immediately following unacceptable behaviour as part of a contingency plan. Behave in a matter of fact manner. Explain to child with minimal verbal interchange. Set a time limit of 10 minutes and begin when child conforms.
- Return pupil to class at the end of time. Resume normal activity immediately.
- If the child misbehaves in the assigned class, they go immediately to the Headteacher. After 10 minutes they go back to class with another chance to behave.
- Persistent inappropriate behaviour will mean that the child is placed in the 'red traffic light'.
- Severe inappropriate behaviour will also mean that the child is placed in the 'red traffic light'. this could include:
 - Swearing
 - Fighting
 - Racist behaviour
 - Stealing
 - Vandalism

Contacting Parents

- Parents will also be informed of any refusal to comply with time out procedures, time out procedures that required removal by the Headteacher, frequent occurrences of time out and incidents of *severe behaviour* eg. fighting, verbal abuse and absconding. Parents will be requested to come into school to discuss the matter further.
- An interim plan of support will be put into place.
- This will be reinforced through a home school diary.
- When appropriate the SENCO and/or outside agencies will be involved
- Persistent disruptive behaviour may result in exclusion in line with DfE guidance.

If inappropriate behaviour occurs during a playtime, then the child will be required to take time out. If they do not comply with this request, the teacher will be called to take them inside. Failure to comply with playtime time out procedures may result in the parents being informed and the incident being logged. The Headteacher/Deputy Headteacher will be informed of severe behaviours and may be required to manage the situation after a 'cooling down' period. Complete failure to co-operate will result in the child being allowed to remain where they are under staff supervision until they begin to comply or parents arrive.

All serious incidents must be reported to the Headteacher and included in the Serious Incident File. An entry must be completed within two hours of the incident. A more detailed record must be collected before the member of staff involved leaves the premises.

*** N B in extreme cases where a child is likely to cause harm to his/herself or another person reasonable physical restraint may be used. In such circumstances it is advisable to have an adult to witness the situation. Please refer to Policy on Care and Control.**

9 Process

This Policy was drafted following consultations with teaching staff at staff meetings over a period of several weeks.

10 Provision of Professional Development

See Staff Development Policy.

11 Monitoring and Review

The success of this policy will be monitored in respect of all working within the school environment and community, by discussions between staff and all involved in the Policy's implementation, including the children themselves and their parents.

12 Anti-Bullying Strategy

Anti social behaviour, which includes all forms of bullying, is not tolerated.

Staff are constantly watching for signs of bullying. They are very much aware that bullying is not simply physical attacks, but includes name calling, black mailing, exclusion from peer groups, comments about family, clothes or appearance and damaging property.

Staff (Teaching and Non teaching) watch for:

- early signs of distress in pupils;
- deterioration of work;
- spurious illness;
- isolation;
- the desire to remain with adults;
- erratic attendance.

They listen carefully to anything that a child wishes to confide, take it seriously, and follow this up appropriately.

In the case of lunch time incidents, the Lunchtime Supervisors will inform the teacher at the beginning of the afternoon session, referring to the Lunchtime Behaviour Log.

Children who bully are made aware of the unacceptable nature of their behaviour and the consequences of any repetition.

Staff are aware that they need to examine their own behaviour to make sure that they are not bullying pupils.

In order to minimise incidents of bullying:

- all staff are aware of the school rules and are consistent in their implementation;
- pupils are encouraged to report incidents of bullying and not to join in or stand by;
- parents are encouraged to come into school and inform us of anything which is worrying their child;
- the issue of bullying is dealt with within the school's personal, social and health education. Children are taught to recognise bullying and learn techniques to help them to deal with such incidents;
- all accessible areas of the school are patrolled at breaks, lunchtime, and at the beginning and end of the school day;
- infant children are requested to remain in the school buildings until their parent or guardian has collected them;
- older children whose parents are unavoidably delayed are asked to report to the office.

All cases of bullying behaviour are reported to the Headteacher and are entered in the incidents book. Parents are informed as and when necessary. In more serious cases, Governors are informed.

We aim to make punishments positive where possible:

- make an apology to the bullied person;
- do something to improve things for the bullied person;
- written thoughts on reasons for behaviour or possible ways of overcoming the situation.

Where circumstances demand it, pupils may lose privileges.

We do not see our responsibilities ending at the school gate and wish to be involved in any incidents which occur on the way to and from school.

This Policy is under continuous review. The school also has a copy of the DfE anti-bullying pack.

Policy Formally Reviewed: December 2019