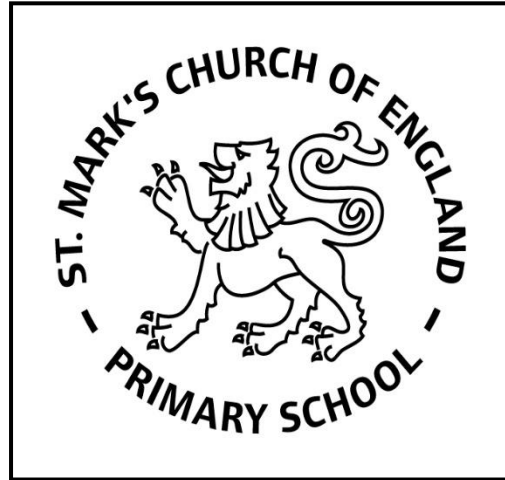


# Behaviour Policy



'Thy Word is a Lamp to my Feet  
and a Light to my Path'  
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



**Every Child, Every Chance, Every Day**

## **St Marks CE Primary School** **Policy for Behaviour**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light to my path.***

*Psalm 119 Vs 105*

***The following five components describe the desired outcomes we offer through it.***

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

## **This policy is underpinned by the following aims and values.**

### **Provision**

Provide children with a rich variety of learning experiences which inform and prepare them for the next stage of their learning. (At all levels)

- *Together, we will prepare you for life and learning*

### **Happiness**

To provide a safe, fair and respectful place to learn in which the happiness of all is radiated.

- *Together, we will safely lead you on your journey*

### **Success**

To build confidence and resilience so that all children are intrinsically motivated to succeed.

- *Together, we will forever help you to grow in confidence*

### **Faith**

To celebrate and promote the Christian Values instilled within our school to uphold our Christian identity.

- *Together, we will teach you to live within the values of God's word*

### **World**

To develop the local and global awareness including collaboration with others, leading to a rich and balanced understanding of their own place in the world.

- *Together, we will prepare you for life and learning*

### **Achievement:**

Through strong partnerships, every pupil is expected and encouraged to reach their full potential by teachers and parents.

- *Together, we will guide you to a fulfilling future*

Behaviour is the manifestation of unspoken feelings and the way in which we communicate our core needs. It is therefore imperative that as practitioners we do more than simply manage and contain behaviour, but in addition show a commitment to building positive relationships in order to better understand the roots and motives of specific behaviour types. It is likewise necessary for us to both teach and model appropriate behaviour to the children in our care, while ensuring that there is a consistent approach from all staff.

The best way to encourage good behavioural standards is through a clear set of rules reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere. Our expectations for behaviour and the principles underpinning our policy on behaviour are all outlined below.

## **General Principles**

We believe that achievement is affected by behaviour and that behaviour can likewise affect achievement. It is therefore imperative that every child receives appropriate support to maximise their chances of achievement and success at all levels. We also recognise that we have a joint

responsibility with families to not only help children modify inappropriate behaviour but to likewise teach appropriate behaviour.

We want to enable every child to reach their full potential academically, socially, emotionally and physically, while making certain that the rights and responsibilities of children and adults are maintained.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the children are able to achieve their full potential. This involves clear expectations for behaviour at whole school and classroom level. It likewise involves the cultivation of an environment where mistakes are regarded as a normal part of life and where children are given the support and encouragement to get their behaviour back on track.

## **The core principles underpinning our school ethos are:**

- 1. A self disciplined school community.*
- 2. Pupils who respect and trust themselves and other people.*
- 3. Pupils who receive equal treatment no matter what their ability, gender, race, religion, or culture.*
- 4. Pupils who care for their school and their environment.*
- 5. A partnership between home and school.*
- 6. Clear procedures for dealing with children's positive and negative behaviour.*
- 7. Opportunities for children to understand the effect of their behaviour on others and themselves.*
  - *Together, we will prepare you for life and learning*
  - *Together, we will guide you to a fulfilling future*
  - *Together, we will safely lead you on your journey*

## **Social and Emotional Aspects of Learning - (SEAL)**

Children's behaviour is underpinned by the stage they have reached in their social and emotional development and we cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour.

We actively teach social, emotional and behavioural skills through the SEAL resources. These lessons are carefully tailored to suit the children's stages of development. These skills promote the state of mind that help children to carry out a task and manage feelings of frustration and disappointment and minimise uncomfortable feelings that get in the way of learning. The lessons also teach children to overcome setbacks and practise persistence and work supportively and effectively with others. This whole school SEAL focus helps the children to better understand and manage their feelings, while helping them to relate more appropriately and effectively with others. It is our view that social and emotional factors are key aspects that can affect learning.

## **Equal Opportunities**

Equal opportunities are and will remain a high profile issue at our school. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class or disability is treated as a serious incident. We will always tackle racism, sexism and stereotyping. Please see Equality plan. We will monitor this behaviour policy to ensure that it is fair.

## **Bullying**

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the school community. Bullying i.e. any behaviour which causes psychological or physical harm, in any form or to any degree is treated as a serious incident and dealt with according to our procedures.

We expect all adults in the School Community to be role models to children by demonstrating positive behaviour at all times.

## Positive Reinforcement of Good Behaviour

As a staff we recognise good behaviour and praise it. We have a policy that states 'If you SEE it SAY it.' The idea is to make expectations very explicit, so that children are very clear as to what is expected. In situations where we need to speak to a child or number of children for breaking the Going for Gold rules, we endeavour to praise the children who are doing what is expected. This provides the other children with an opportunity to reflect on and change their behaviour.

Individual classes also have team or table points to encourage teamwork and collaborative learning, where children grow to understand the consequences of their actions on their peers. Alongside this, there are some children who may have tailored targets set by the Class Teacher or the Deputy Head Teacher. These targets serve as reminders for children experiencing difficulties and allows for the child to better manage their behaviour which is then suitably recognised and rewarded.

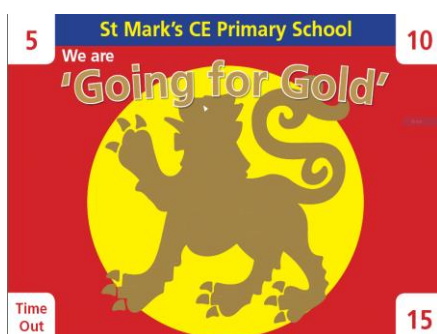
We also motivate children to demonstrate positive behaviour by timetabling every class within the school Golden Time. Golden Time is a special time that children have at the end of each week, where they get to take part in activities of their choice. It is cross phase (keystage 1 and 2), allowing children across the whole school to interact and participate in activities together. Golden Time is available to all children. However children can lose minutes from Golden Time for inappropriate behaviour. SEE FLOW CHART FOR DETAILS.

Circle Time is another initiative in school that lends itself well to the reinforcement of positive behaviour. It provides a forum for children to engage in discussions about issues relating to peer relationships and feelings. The atmosphere is one of mutual respect with clear ground rules to ensure that these discussions take place in a positive and safe environment.

A Celebration Assembly is held each week where children receive a certificate of merit for a commendable action, attitude or piece of work.

## Expectations of Behaviour

In order to achieve our behavioural aims, we recognise the need for a standard of behaviour from all members of the school community: pupils, staff, parents and volunteer helpers. These are stated in our Going for Gold rules below which enshrine our whole school behaviour policy and which are displayed in every classroom and throughout the school.



## Going for Gold

Going for Gold, aims to encourage positive behaviour and seeks to highlight children exhibiting positive behaviour while encouraging collaborative learning. The phrase 'Going for Gold' is used to describe a child who is following the 'Going for Gold' rules and by so doing has managed to keep their picture on the gold lion. Please see attached template for a further explanation.

Our 'Going for Gold' Rules are;

- **Follow instructions**
- **Praise, no put downs**
- **Work quietly, stay on task**
- **Hands, feet, objects to yourself**
- **Respect people, property and take responsibility**

The 'Going for Gold' rules are constantly referred to by all staff whenever positive or negative behaviour occurs from pupils. They are further reinforced by circle time session for each class. During these sessions, staff emphasise various PHSE/SEAL aspects of the curriculum and encourage children to talk through any concerns or worries they have at school. These sessions also develop other skills such as listening, taking turns, self awareness and empathy.

## **Transitions**

There are a number of intervals during the school day when children have to move from one place to the next, whether it is for assembly, playtime or lunchtime. Owing to the large number of children moving around the building, it is imperative that children walk quietly, on the left hand side in single file. In order to ensure adherence to these expectations, children will be accompanied to and from the playground by an adult. These stipulations are necessary firstly to ensure the safety of children throughout these transition periods; they are also a means through which children can be taught how to behave cooperatively within the school community. It is particularly crucial to have a calm and controlled entrance into the building after playtimes and lunchtimes as this brings clear closure to the recreational part of the day and helps children to prepare themselves for focused learning. Classes and individuals can earn a 'Gold Card' for doing this well. The class in each key stage with the highest number of cards at the end of the week will be congratulated in our sharing assembly and awarded with the trophy cup.

## **Assemblies**

As a church school, it is a daily requirement that children gather for collective worship in the form of an assembly. Assemblies provide opportunities for shared reflection upon issues that pertain to the more spiritual dimensions of life. It is therefore a time when expectations for behaviour are particularly high, ensuring that all children have the opportunity to learn and participate without disruption, as well as encouraging the children to show appropriate reverence for this form of gathering. Children are required to enter the hall in complete silence and maintain this silence for the duration of the assembly, unless otherwise directed by the adult in charge.

## **In Class**

Children have a right to learn and teachers similarly have a right to teach. It is therefore vitally important to ensure that there is a clear classroom agreement in place, so as to uphold the rights of individuals. Children are expected to recognise the classroom as a shared learning environment, where they are to conduct themselves in a way that makes learning conducive for all. Similarly teachers need to create a learning environment that is fun and engaging, where the curriculum is relevant to the class and accessible for all. It is also our policy to encourage all staff to be innovative and creative all the time in their approach to lessons, so as to ensure maximum pupil engagement and minimise off-task behaviour.

The establishment of clear classroom structure and routines is strongly promoted as they help to significantly reduce low level disruptions and contribute to the smooth running of lessons. Children should know what to expect at every juncture of the day and in every lesson.

## **Playground**

The expectations for behaviour in the playground are also in line with our Going for Gold rules and are outlined in our playtime and lunchtime policy. There is also a playground log which is used to record incidents where children have been asked to take time out at play times.

## **Detention**

In more serious cases where the behaviour type is at level 4 or above, children will be sent to detention. Detentions are led by a member of the Senior Management team two days a week and overseen by the Deputy Head. For all detentions an incident form must be completed by the child/children involved. This form allows for an opportunity to reflect on the behaviour, while identifying which Going for Gold rule was not adhered to along with how the situation could be handled differently next time. A copy of this form is sent home with the child at the end of the day and a text will be sent home to inform the parent/carer of the accompanying letter.

\*If a child is sent to detention 3 times during a half term then they will be referred to the Deputy Head. Another letter will be sent home and parents will be asked to meet with the DH to discuss their child's behaviour.

## **Rewards Systems**

It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered in the school. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific child's achievement to the rest of the school. There are several ways of reinforcing positive behaviour within our school:

## **WHOLE SCHOOL**

### **1. Golden Time**

Every child receives Golden Time (40 minutes), which takes place on Friday afternoons, if they keep the Going for Gold Rules throughout the week. Children sign up for a Golden Time activity of their choice and many of the activities on offer are exclusive to Golden Time which acts as a powerful incentive for them to abide by the Going for Gold Rules.

**Golden Time Detention-** In addition to lunchtime detentions on a Tuesday/ Thursday there will also be a Golden Time detention on a Friday afternoon led by the Deputy Head. Children can be sanctioned to miss their Golden Time depending on their behaviour. They cannot miss a section of Golden time; they must miss it all or nothing. This will also be recorded and logged and an incident form will be filled out and a letter sent home.

Children are given opportunities to earn back lost time by making agreements with their teacher and by demonstrating they can follow the Going for Gold rules they have broken.

### **2. Pupil of the week**

Class teachers may nominate two pupils who have exhibited outstanding behaviour, work towards our Christian values or an achievement in a week. Parents are informed by a postcard home.

### **3. Showing Good Work to the Head/Key Stage Leader**

Children who have achieved something worthy of special commendation may be sent to the HT or DH, where they will be praised and issued with a special sticker. When not available, the child may be seen by another teacher. In addition, children who have an allocated buddy teacher can be sent to them to show good work.

### **4. Texts Home**

Class Teachers may send a text home informing parents about good behaviour or about a child's achievement in a particular area.

### **5. Gold Cards**

Gold cards can be awarded at any time during the school day to a whole class doing the right thing i.e. listening attentively, lining up well and transitioning quietly and sensibly.

### **6. House Points**

There are four house teams in the school made up of children from all classes. All family members are within the same team. In whole school events such as sports day, children will work as mixed ability year groups in their house teams to score house points. House points can also be awarded at

anytime to an individual. At the end of each half term the team with the highest number of house points are awarded with a cup.

## **SANCTIONS**

Children will always be given 1 verbal warning for minor incidents before going on to the 6-point scale.

### **Level 1: Verbal Warning**

#### **Level 2: Continued Minor Class Incidents**

- Picture moved to YELLOW AREA (warning given that further non-compliance will result in loss of play time)

#### **Level 3: Non-Compliance e.g. repeat of offences in level 1**

- Picture in RED AREA – child's picture can be moved to indicate loss of 5, 10 or 15 minutes playtime

#### **Level 4: Continues to demonstrate same type of behaviour that has resulted in loss of play time AND/OR disrupts the class, uses foul language, etc.**

- Child is sent to partner class with work to complete
- Picture remains in RED AREA – if behaviour persists child loses from 5 – 20minutes Golden Time

### **Partner Classes**

|           |        |
|-----------|--------|
| Reception | Year 2 |
| Year 1    | Year 2 |
| Year 3    | Year 6 |
| Year 4    | Year 5 |
| Year 2    | Year 1 |

#### **Level 5: Serious Incidents which extend beyond the above levels: e.g. foul language, severe defiance which undermines and damages the staff member's authority, instances of proven theft, damage to school property and hurting other children or adults.**

- Incident form to be completed
- More extensive withdrawal of privileges (excluded from class, missing trips and or all of Golden Time)
- Detention
- Child sent to Head Teacher's room, or to a member of the Senior Management Team, involvement of SENCO
- Parents to be informed

#### **Level 6: Exceptional-Violence against any school staff, unprovoked pupil violence Swearing at teacher/school staff. Persistent abuse (including racial abuse), fighting, dangerous behaviour leaving school premises without permission, extreme behaviour which endangers others**

- Incident form to be completed
- Send to Head Teacher
- Loss of ALL golden time
- Internal exclusion (in a partner class, away from peers)
- Separate lunch and break times also loss of privileges
- Parent contact
- Possible Behaviour contract

(SEE FLOW CHART ATTACHED)

These guidelines should be adhered to under most circumstances but staff will use their professional judgement in each incident of unacceptable behaviour, taking into account the prevailing circumstances of the incident. All relevant adults should be briefed of the behaviours and the action taken. It is important that major incidents are recorded in the relevant behaviour file.



## **Outliers**

Children who still find following our Going for Gold rules difficult and whose behaviour is a concern will be referred to the Deputy Head via the Inclusion team after parental consent has been agreed. They will have a behaviour contract that will be implemented and led by the Deputy Head. Short achievable targets will be set with regular agreed rewards. As behaviour improves the contract will be rewritten to suit the adjustments being made by the child.

## **Behavioural Needs**

We have a responsibility to cater for children with a variety of needs and the basis for any form of effective intervention must be positive relationships, built on mutual respect. Within each of our classes we have children with emotional or behavioural difficulties. They may cause a problem by being overly confrontational and unable to control their anger, or they may be introverted and emotionally fragile. To enable those children with specific needs to conform to the standards expected within our school we must be flexible in our approach when dealing with them, using a range of strategies, both in and out of the classroom. Children who exhibit challenging behaviour need:

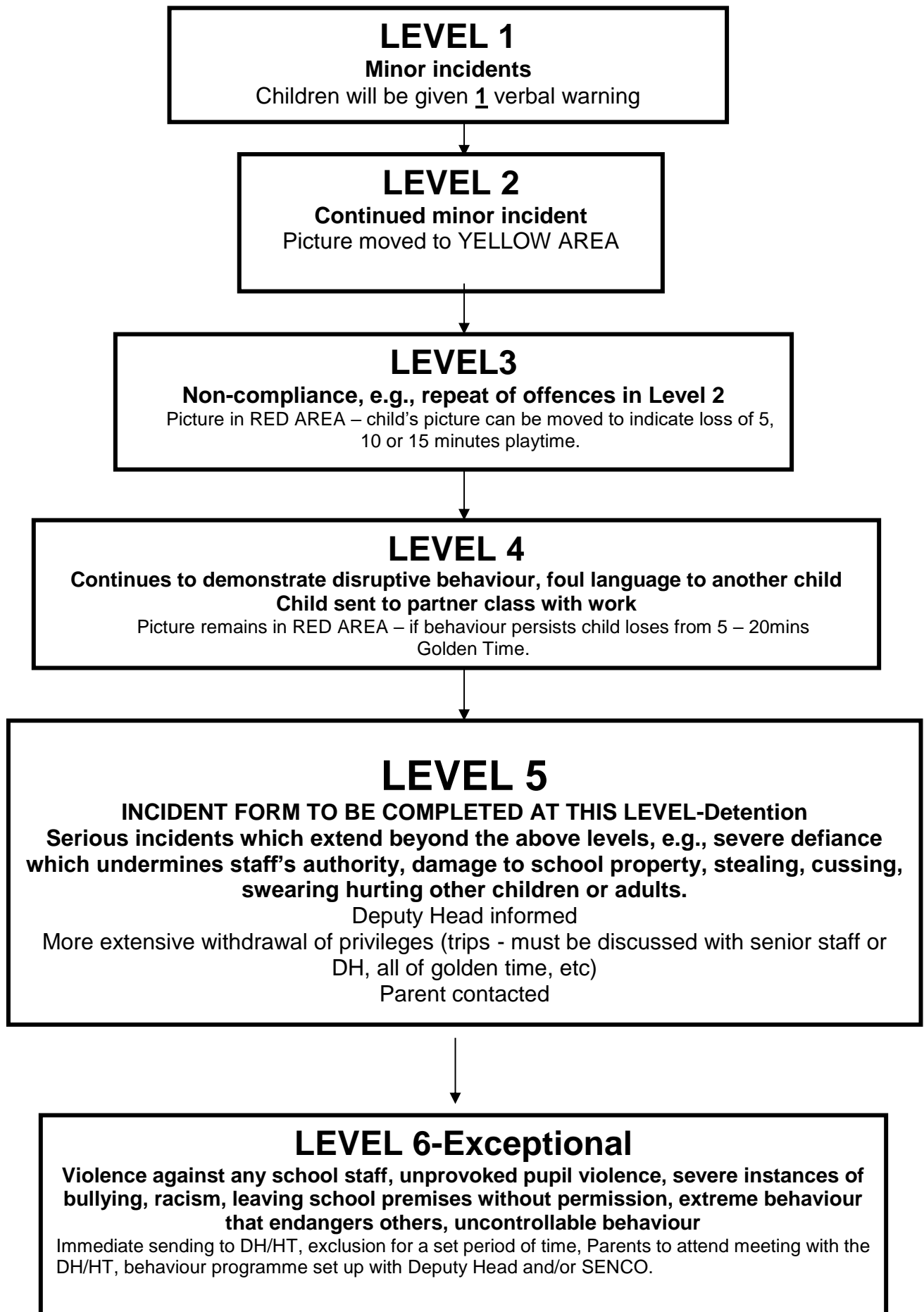
1. Frequent and specific praise.
2. Clear, firm boundaries.
3. Clear expectations about acceptable behaviour.
4. Knowledge & understanding of consequences for unacceptable behaviour.
5. Positive role models.
6. Opportunities to reflect on their behaviour.
7. Encouragement to make appropriate choices.
8. To know that you still like them even though you may not like what they do.
9. Positive re-integration after timeout – Every Child, Every Chance, Every Day.

## **10. A consistent approach from all staff.**

In some cases children receive 1-1 or small group support focusing on recommendations from the Educational Psychologist, and the behaviour outreach team. When possible the SEAL resources are used to help children to explore and manage their emotions as well as look at strategies to improve self-esteem and relationships.

We endeavour to use assertive, positive discipline – giving clear, sensible and consistent messages about what is expected of all our children, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of school life, with appropriate differentiation and adherence to equal opportunities, giving each child every chance to achieve success at a level appropriate to their capabilities and needs. It is our collective view that every child *really* matters and we endeavour to ensure that each child feels cared for and a valued member of our school community.

## BEHAVIOUR FLOW CHART



|  |                  |          |            |
|--|------------------|----------|------------|
| Reviewed and ratified by Governing body            | Autumn Term 2020 |          |            |
| Next Revision<br>(Please highlight as appropriate) | <b>Annual</b>    | Biennial | Tri-annual |
| To be reviewed                                     | Autumn Term 2021 |          |            |