



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Behaviour Policy

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| Responsible for this policy | Merle Parker |

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be



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Background

Everyone at St Michael's CE Primary School has the right to feel welcome, secure and happy in a positive environment. Only if this is the case, will all members of the school community be able to achieve their maximum potential. It is everyone's responsibility to promote good behaviour and this policy contains guidelines to support this ethos.

The school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. Our Behaviour Management Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations, and positively contributes towards making the school a pleasant, safe and productive place to learn and develop. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health.

At St Michael's CE Primary School, it is everyone's responsibility to promote good behaviour and this policy contains guidelines to support this ethos.

Aims and Objectives

- To promote a positive ethos of learning and respect for others
- To foster a culture of responsibility for actions and consequences
- To reward positive behaviour individually, in the class, in the playground and during collective worship
- To reward collective positive behaviour, as a class in all aspects of school life
- To provide a clear structure of rewards and consequences towards positive and inappropriate behaviour respectively
- To promote and model positive behaviour for citizens of the future

"We will encourage children to recognise the difference between right and wrong and to behave in a positive and caring way, taking responsibility for themselves and others."

We believe that it is important

- For the happiness and smooth running of our school, that we foster positive, caring attitudes to one another and the environment
- To acknowledge that each and every person has a personal part to play and each person's talents will be valued
- To respond positively to our rights and responsibilities
- To support those who need help and encouragement, developing the self-esteem of all
- To listen with care and value the views and opinions of one another
- Where necessary we should provide time and space so that people can reflect on their actions, their choices and the consequences.
- That we provide clear boundaries of acceptable behaviour to ensure physical and emotional safety
- That we respond in a polite and thoughtful manner to one another

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- That we seek to involve parents and carers in supporting the work of the school

We believe that everyone has a right to learn and that emphasising positive behaviour in school marginalises bad behaviour and decreases the number of incidents. A well-managed, orderly environment in school will encourage children to act in a positive and caring way.

Teaching Positive Behaviour

At St Michael's we believe that positive behaviour in children stems from learning the core skills. The core skills and abilities are

- Independence and organisation;
- Self-image and self-esteem;
- Motivation;
- Reflection and self-control;
- Attention
- Perseverance
- Fairness
- Co-operation with adults
- Collaboration with other children;
- Sociability;
- Empathy with others feelings
- Honesty.
- Respect for their peers and for all adults
- A growth mind set

We believe that all members of staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by

- Staff modelling the skills and abilities directly;
- Setting appropriate boundaries for children's behaviour;
- Respect, courtesy and tolerance towards teachers, other staff and towards each other showing empathy and understanding of children;
- Listening to children;
- Developing self-confidence;
- Developing self-control;
- Pride in their achievements;
- Interest in their activities;
- Respect for their environment and community;

Class and School Rules

At the beginning of every academic year, children spend some time discussing and agreeing positive rules for their classroom. This gives the children ownership of the rules that govern them, encourages them to take responsibility for their behaviour and sets out how they want themselves and others to behave in the classroom. The rules are displayed in class and can be referred to during the

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school day. Depending on areas of behaviour that the class wish to focus on or talk about, these class rules often change from year to year.

School Rules

We have agreed a set of rules that we feel will ensure the school is a safe, happy and friendly place to be; Rules that are applicable to everyone in the school community.

These are the rules for the whole school. We ask that everyone respects and abides by them.

- Show kindness and respect to other people
- Take care of schools, and other people's property
- Listen to others
- Always try your best
- Be truthful and honest

Playground Charter

- Our school council and staff work within their classes to promote the playground charter.
- We have the right to feel safe in the playground and the responsibility to use kind hands, feet and voices.
- We have the right to use the play-pod equipment and the responsibility to look after the equipment.
- We have the right to play with others and the responsibility to play kindly and fairly.
- We have the right to play on the field when weather permits and the responsibility to keep away from the mud.
- We have the right to play with others from our class on the climbing frame on our day and the responsibility to play safely, kindly and fairly.
- We have the right to be happy in the field and playground and the responsibility to tell a grown up, ambassadors or a play leader if there is a problem or feeling sad.
- We have the right to play football at lunch time and the responsibility to play fairly and to keep the ball on the ground when in the cage.

Staff Responsibilities

- To treat all children fairly and with respect;
- To help all children to develop their full potential, regardless of their educational needs;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To use positive and negative consequences clearly and consistently;
- To be a good role model in both behaviour and speech;
- To form positive relationships with parents and children;

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- To recognise and value the strengths of all children; and to offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy.
- To provide all children with a fresh start at the beginning of each new day

Parents' Responsibilities

- To make children aware of appropriate behaviour and language;
- To encourage independence and self-discipline;
- To show an interest in all their child does in school;
- To support the school in implementing this policy;
- To be aware of the school, class and playground charters.
- To show respect and understanding to everyone in the school community
- To support their child to enable them to be ready for a positive school day e.g. Arrive at school on time, in the appropriate clothes and well-nourished

Children's Responsibilities

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others
- To use positive language when speaking to others
- To contribute to the school, class and playground charter

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child behave irresponsibly in the classroom the class teacher follows the 5 Stages, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if irresponsibly behaviour continues, the class teacher seeks help and advice from the Inclusion Leader, the phase group leader, Assistant Head or Headteacher.
- The class teacher liaises with the Inclusion Leader and if needed the Inclusion Leader, with parental consent liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school's educational psychologist
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher

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may also contact a parent if there are concerns about the behaviour or welfare of a child.

Positive Consequences (Rewards)

At St Michael's we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards: -

- Non-verbal rewards such as a thumb up sign or a smile;
- Positive Praise;
- Showing work to another teacher and to the Headteacher;
- Celebration of improvements in pupil's work placed on the 'Above and Beyond' board
- Stickers; charts, Dojo (Year 3 & 4), House points
- Certificates;

EYFS Rewards and Consequences

From Foundation Stage, upwards, staff, talk to the children about the school's expectation of excellent work, behaviour and manners and of the rewards and consequences in operation throughout the school.

In the first instance children are encouraged to behave well through positive reinforcement, rewards and positive role models. This takes the form of verbal praise, star charts and 'Brilliant Book' nominations.

Brilliant Book for Outstanding Achievement

Children can be nominated for this award by a pupil and any member of staff who feels that the child has made an outstanding achievement, individually or in a group. Children selected for this weekly award are entered into the 'Brilliant Book'. Their deed or action is read out to the rest of the Key Stage/school during the weekly 'Brilliant Book, Celebration of Achievement' assembly as an example of excellent behaviour, work or kindness.

'Be the Best I Can Be' certificate

The class or a child will decide what they wish to improve, then work on improving this for a short period (2/3 week). They will demonstrate their improvement and we will celebrate their growth by awarding them with a certificate.

House Points

KS1 and Lower KS2 Phase uses Dojo scheme where children are rewarded with points for their character for good work, behaviour and support for other children. These points are then transferred onto the house point chart weekly. The school has 4 houses: St David, St Andrew, St George and St Patrick. Each child is assigned a house from Y1 upwards. Children are rewarded with house points for learning, behaviour and citizenship.

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House points are collected weekly by the House Captain and Vice Captains (Year 6 elected pupils). Results of house points announced on a Monday and children in the house who win the most points each week receive an extra turn on the climbing frame (KS1) and 5 minutes' extra play (KS2). House system encourages and supports an inter class and year community within the school. The House system supports various activities organised by Captains and Vice captains.

Care for the Environment

Points are awarded per class for care for the environment and displays demonstrating the children's work. The classes that achieve the most points each week from each Key Stage receive five minutes' extra play. All the information about the Houses and care for the environment are displayed on a notice board for all pupils to share.

School Council

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Year 2 to Year 5, elects one boy and one girl to represent them on the council. In Year 6, 4 class members are voted in, chair/ vice chair/ secretary/ finance.

The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held fortnightly. Each class has a school council book to write in to share ideas. The School Council are responsible for making decisions about certain aspects of school life which affect all pupils. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

E-Safety (Cyber-Bullying)

Children, Parents and Staff should be vigilant about e-safety risks and incidents (including cyberbullying) that children might experience and respond promptly by following the agreed procedures and communicating concerns to the e-safety officer and nominated child protection officer as appropriate.

Play Pals and Ambassadors

Children are given the opportunity to be Play Pals in the infant playground at lunch time and ambassadors in junior playground. Their role is to be a contact for children who feel that they have no one to play with or feel that some-one is

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being unkind to them. They are asked to report any concerns to their class teacher, Assistant Heads or the Headteacher.

Building Relationships and Anti-Bullying

St Michael's takes bullying very seriously so the children take part in a programme of study on developing relationships and anti-bullying through PHSE, assemblies, discussions/debates in classrooms and anti-bullying week.

In-service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training.

Rewards and Consequences Table

We believe it is important to teach children positive behaviour. If a child behaves irresponsibly staff should ask him to stop the behaviour and should discuss the incident with all those involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

| Rewards | Stages | Consequences Table |
|--|--------|---|
| Verbal phrase across the school | 1 | Verbal reminders |
| EYFS & KS1 in Class Stickers Marble Jar | 2 | Time out: <ul style="list-style-type: none"> • Table in class • Bench in the playground |
| KS1 whole school House point Brilliant Book 'Be the Best I Can Be' certificate Classroom environment points Above and beyond celebration board showing pupil's best work | 3 | <ul style="list-style-type: none"> • 5 minutes' timeout in another class completing 'Reflection sheet'. Return to class to try again. • Reflection sheets completed in the playground. |
| Lower KS2 Phase in class Stickers/stamps Dojo points system KS2 whole school House point Brilliant Book 'Be the Best I Can Be' certificate Classroom environment points Above and beyond celebration board showing pupil's best work | 4 | <ul style="list-style-type: none"> • Rest of session in another class with work to complete. • Child & Parents informed by class teacher when a child has 2 reflection sheets in a month • Lunchtime supervisors fill in 'Reflection sheet'. |
| Upper KS2 Phase whole school | 5 | <ul style="list-style-type: none"> • Leadership Team |

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| House point Brilliant Book 'Be the Best I Can Be' certificate Classroom environment points Above and beyond celebration board showing pupil's best work | | <ul style="list-style-type: none"> • Reflection sheets are collected each month by the Behaviour Leader. • Parents consulted by Behaviour Leader when a child has 3 Reflection sheets in a month. |
|--|--|---|

Individual, group or class of children - If there is an individual, group or whole class of children that behaves irresponsibly consistently; they are to be kept in the classroom with the teacher for 5 minutes during playtime or lunchtime.

If the above sanctions do not lead to a modification of behaviour the following actions may be considered.

Children with persistently challenging behaviour

Some children with more specific behaviour needs may have a Personalised Behaviour Plan in place with individual targets and strategies. These may include:

- Home/school liaison book
- Daily sticker chart
- Specific mentoring sessions
- Visual timetables and cues
- Social stories
- Named adults they can talk to

In extreme cases of violent or abusive behaviour it may be necessary to implement at the Head Teacher's discretion:

- Fixed Term exclusion
- Permanent exclusion

Parental Involvement

From time to time a child may not choose to adhere to the class or school rules and on these occasions, there are clear consequences. Parents are kept informed of their children's behaviour by the class teacher. If a child chooses not to adhere to the class or school rules on several occasions the class teacher will consult with the parents at the end of the school day or ask the parent to meet with them to discuss the issue as soon as concern is being raised. Parents are also informed of their child's behaviour during termly consultations.

Recording of Unacceptable or Inappropriate Behaviour

All incidents of unacceptable or inappropriate behaviour must be recorded by the adult involved using the Incident Record (Appendix 1) on the back of the Reflection sheet. Children are expected to evaluate and record the incident using the 'Reflection sheet' (Appendix 2). These forms are photocopied back to back as

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one sheet, and are then filed in the class Behaviour File. Class teachers monitor them on a weekly basis to identify children in need of support.

Monitoring and Evaluation

The Behaviour Leader is responsible for monitoring the Class Behaviour Files in consultation with the class teacher, to identify children and teachers in need of support.

This is fed back to the Senior Improvement Team, Inclusion Leader and Governors. The Behaviour Leader is also responsible to monitor racial, bullying homophobic and sexist incidents, and update the school's records.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

To be read in conjunction with the following policies;
Anti-bullying, Inclusion Policy, Health and Safety, Lunchtime Supervision Handbook, Child protection, RE & SMSC

Through a development of the current PSHE and Citizenship curriculum, as well as the worship themes, it is anticipated that children will develop skills such as understanding another's point of view, teamwork, resilience and perseverance when things get difficult, resolving conflict and managing worries. This will build upon the effective learning and whole school ethos at St Michael's CE Primary School.

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Policy Review/Ratification

This Policy has been approved by the Governing Body and will be reviewed every two years in consultation with the Governing Body, the School Leadership Team and School Staff.

Reviewed January 2017 - Approved at the Full Governing Body meeting