



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Behaviour Policy and Statement of Behaviour Principles

Date of issue	May 2018
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*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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Behaviour Policy

Our vision

We believe our children's future is created every day.

Mission Statement

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

Our whole school approach: consistency and high expectations

Everyone at St Michael's Cof E 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.

Aims

Our school aims:

- To promote a positive ethos of learning and respect for others
- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To provide a clear structure of rewards and consequences towards positive and inappropriate behaviour respectively

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- To reward positive behaviour, individually, collectively, in all aspects of school life
- To make boundaries of acceptable behaviour clear and to ensure safety
- To foster a culture of responsibility for actions and consequences
- To help pupils, staff and parents have a sense of direction and feeling of common purpose
- To promote and model positive behaviour for citizens of the future

Encouraging outstanding behaviour for learning in school:

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. We have a school charter which is shared with the school community and displayed within the school promoting a cohesive community (see appendix 1).

Codes of conduct

Pupil

Pupils are expected to:

- Work to the best of their abilities, contribute to their own learning, and allow others to do the same
- Behave in an orderly and self-controlled way use positive language when speaking to others
- Show respect to members of staff and each other
- Move quietly around the school
- Treat others, their belongings, the school property and environment with respect
- Wear the correct uniform always
- Accept sanctions when given and reflect on their actions towards others
- Use positive language when speaking to others
- Contribute to the school, class and playground charter
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Staff

Staff are responsible for:

- Treating all children fairly and with respect
- Helping all children to develop their full potential, regardless of their educational needs

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- Providing a challenging, interesting and relevant curriculum
- Creating a safe and pleasant environment both physically and emotionally
- Using positive and negative consequences clearly and consistently
- Being a good role model in both behaviour and speech
- Forming positive relationships with parents and children
- Recognising and valuing 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
- Providing all children with a fresh start after each incident
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected:

- 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

Ensuring St Michael's is safe for everyone

Understanding rights and responsibilities helps to make the school a fair and safe place for all children. We created a mutual charter based on the principles that everyone respects and abides by them:

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

Bullying

One problem that all schools must address is bullying. Bullying is defined as: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt"

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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.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Rewards and Sanctions

Most children at St Michael's School behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to class teacher praise we also reward by:

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'

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

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by displaying their work on the 'Above and Beyond' display and receive a special sticker.

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. House points are collected weekly by the House Captain and Vice Captains (Year 6 elected pupils). Results of house points are 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

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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.

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

Playground Charter

Promotes positive behaviour in the playground (See appendix 2)

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	Time out to reflect
Verbal praise across the school	1	Verbal reminders
EYFS & KS1 in Class Stickers	2	Time out: <ul style="list-style-type: none"> • Table in class • Bench in the playground
KS1 whole school House point Brilliant Book 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 House point Brilliant Book 'Be the Best I Can Be' certificate Classroom environment points Above and beyond celebration board showing pupil's best work	5	<ul style="list-style-type: none"> • Leadership Team • 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 time out to reflect does 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

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- Daily sticker chart
- Specific mentoring sessions
- Visual timetables and cues
- Social stories
- Named adults they can talk to

Physical restraint

In some circumstances trained staff may use positive handling to restrain a pupil to prevent them:

- Causing disorder, hurting themselves or others, damaging property

Incidents of physical restraint must:

- *Always be used as a last resort*
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

- Fixed-term exclusion
- Permanent exclusion

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Roles and responsibilities

The Governing Board

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 disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher and Senior Leaders

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 for monitoring racial, bullying homophobic and sexist incidents, and updates 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.

Training

Our staff are provided with training on managing behaviour, including positive handling, (when deemed necessary).

Behaviour management will also form part of continuing professional development.

To be read in conjunction with the following policies;

Anti-bullying, Inclusion Policy, Health and Safety, Exclusion policy, Safety policy, 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 and values such as understanding another's point of view, teamwork, forgiveness, 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.

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 May 2018 - Approved at the Full Governing Body meeting

Appendix 1: At St Michael's C of E School Charter

We are:

An exceptional school - we celebrate equality and diversity

We are:

A school that promotes and celebrates everyone's talents and interest – to enable everyone to be the best they can be.

We are:

A walking school promoting a quiet, calm safe environment

We are:

A listening school we respect everyone and wait our turn to talk

We are:

A school that values consistency in all aspects of our lives

Appendix 2: Playground Charter

Our school council works 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, anti-bullying ambassadors or a buddy if there is a problem or feeling sad.

We have the **right** to play football on our day and the **responsibility** to play fairly and to keep the ball on the ground when in the cage.



Appendix 3: Staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date