



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Behaviour Policy

2020-2021

Date of issue	February 2021
Renewal date	February 2022
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

INTENT

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 school values: Endurance, Forgiveness, Friendship, Koinonia and Creation.

Everyone at St Michael's C of 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.

Whole school approach: consistency and high expectations

We clarify the behaviours we expect from the pupils and what they can expect in return if they do or do not meet the expectations. No child is allowed to engage in behaviour that is not in their best interests or the best interests of their peers – for any reason. Staff have the responsibility to motivate pupils to choose to behave in a positive manner **so that the school is a safe, orderly environment which promotes success.**

IMPLEMENT

We use a range of **positive support strategies** to motivate the pupils to follow school rules. There will be times when pupils choose not to follow the rules and we take **corrective action** calmly and quickly. Children know the actions which will occur should they choose not to follow the rules. The actions are to help pupils realise that their behaviour does not serve them, and that it is in their best interest to choose more appropriate behaviour. They are designed to help pupils learn from their mistakes.

We have a firm and caring manner- the tone of the voice is firm, yet caring and communicates a simple message – I care too much about you reaching your full potential to allow any pupil to stop you from learning or me from teaching for any reason.

We **explicitly teach the children how to behave responsibly**

Staff follow our behaviour management cycle. We expect 100 percent compliance with our directions 100 percent of the time.

Step One – clearly communicate explicit directions you expect the pupils to follow

Step two – Utilise behavioural narration (enables you to repeat directions in a positive manner, repeating the directions by describing the **behaviour** of the pupils who are following the directions) to support all pupils

Step Three -Take corrective action with pupils who are still not complying with the directions

The pupils are taught that they **choose** their behaviour and the consequences that follow.

The UN Convention on the Rights of the Child: -

Article 3 - Best interests of the child.

Article 12 - Respect for the views of the child

Article 13 - You have the right to find out things and share what you think with others, by talking, drawing writing or in other ways unless it harms or offends others.

Article 29 - You should use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31 -You have the right to play and rest.

Behaviour Choices		
	Child's/ Children's Actions	Staff Response/ Corrective action
First Time	If the child chooses not to follow the adult's instructions e.g. Talking when the teacher has instructed that the task is completed in silence.	Xxxxx you have chosen to when I have asked you to ... This is your verbal warning
Second Time	If the child chooses to continue not to follow the instructions	Xxxxx this is the second time that you have chosen and you have had a verbal warning , so you have chosen to be moved to the reflection desk. *
Third Time	If the child chooses to continue not to follow the instructions	Xxxx this is the third time you have chosen ... and you now need to reflect on your choices- child complete a reflection sheet . **
Fourth Time	If the child chooses to continue not to follow the instructions	Xxxx this is the fourth time you have chosen to ... you will need some time to reflect on your choices by completing your work and reflecting on

		your actions with a Phase Leader /Deputy Head/Head teacher.
Class Teacher informs child and parents	If the child is continually making poor decisions – 2 reflection sheets in a month – parents/guardians will be informed by the Class Teacher.	
Meeting with Parents/Carers and Deputy Head	If the child is continually making poor decisions - 3 reflection sheets in a month – parents/guardians will be contacted by Deputy Headteacher and asked to meet her in person.	

*** It is designed to support children and demonstrate that they also have the opportunity to redeem themselves- e.g. you have chosen to ... (as per to original instruction) ... you can return to your seat.

Pupils who require **further support** receive this through an individualised behaviour plan- a structured intervention designed to give pupils the attention and support they need to be more successful

Any form of **physical behaviour** requires a reflection sheet to be completed with the member of staff with the child.

Training

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

Physical restraint

In some circumstances, staff may use reasonable force 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 Head Teacher's discretion:

- Fixed Term exclusion
- Permanent exclusion

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 Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

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 leadership 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.

IMPACT

At St Michael's C of E School, we have high expectations of our learners' behaviour and conduct, and we apply this consistently and fairly.

The children are committed and display a positive outlook to their learning. The children know how to study effectively and are resilient to setbacks and take pride in their achievements and each other's.

Learners have high attendance and are punctual which supports the school's ethos on behaviour.

There is a positive and respectful culture between all staff and learners creating an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to escalate.