



St. Anne's Church of England VA Primary School

BEHAVIOUR POLICY 2015-16

This policy should be taken and used as part of St Anne's Church of England School overall strategy and implemented within the context of our vision, instrument of government aims and **values** as a Church of England School. It is reviewed on an annual basis.

Principles

The whole of the school community at St Anne's are involved with the development, review and application of our Behaviour Policy. We believe that this policy complies with Section 89 of the Education and Inspections Act 2006.

Our school aims include

- Encourage learning by providing a welcoming, **friendly** and supportive environment in which children can become confident and independent learners
- Developing a 'Learning without Limits' approach whereby we promote an ethos of **trust**, co-agency, everybody and unpredictability
- Provide opportunities for pupils to develop skills which promote self-esteem and confidence in their **relationships**
- Instil an appreciation of Christian values and beliefs

The aims of this policy are to

- Promote **peace** throughout our school
- Encourage skills of self discipline in preparation for adulthood
- Help children know the difference between right and wrong thereby encouraging an increased awareness of **justice**
- Recognise, reward and celebrate positive behaviour
- Help children to understand and respond to the boundaries of what is acceptable
- Encourage a culture of **forgiveness**
- Ensure that children know and understand the consequences of their actions and develop **compassion** for others
- Create a positive environment to enable learning to take place successfully
- Ensure that children, parents, staff and volunteers know the school's rewards and sanctions system
- Ensure that we promote an ethos of **koinonia** throughout the school
- Ensure that pupils are aware that behaviour is a choice

This policy includes all pupils in our school and may be differentiated to support pupils with SEND, if appropriate.

Roles and Responsibilities

- The Governing Body is responsible for agreeing the principles underlying St Anne's Behaviour Policy
- The Head Teacher is responsible for establishing an environment that encourages positive behaviour and attendance, discourages bullying and promotes race equality; and with other members of the Leadership Team, organising support for implementing the policy

- All staff have a responsibility to ensure that the policy is consistently and fairly applied. They also have a role to play in providing mutual support and modelling the high standard of behaviour and punctuality expected of pupils
- The Leadership Team have responsibility for ensuring that all aspects of the policy promote equality for all pupils, through the monitoring of recognition and consequence
- Pupils have a responsibility to support staff and each other in the implementation of the policy.
- Parents and carers have a responsibility for their child's attendance and their behaviour inside and outside the school. Parents and carers also have a responsibility for working in partnership with the school to maintain high standards of behaviour and attendance, and in contributing to this policy through consultation

Support Systems for Students

- Early identification systems for vulnerable pupils. This may include Pre-School Entry Planning Meetings, Consultation Planning Meetings and concerns expressed by teachers, parents or any member of staff.
- The inclusion of structured programmes such as SEAL, delivered through PSHE time or Circle Time aims to ensure that positive behaviour and regular attendance are promoted through effective teaching.
- Strategies to promote positive behaviour for all children and for particular children may include:
 - A motivational and relevant curriculum and teaching style
 - Appropriately differentiated challenges
 - The opportunity to have 'choice' about which 'challenge' children undertake to develop **wisdom** to make the choice that is right for them
 - Appropriate staffing to enable structured play and social skills development at play and lunch times
 - Work with a Learning Mentor or designated member of staff in groups or individually or simply the development of a positive relationships with 1 or 2 individual staff members who are available to talk to if needed
 - Visual timetables to support individual children
 - Brain Gym/Wake and Shake
 - Available drinking water
 - Our 'Y6 pupils have designated responsibility for being playground leaders through Positively Energetic Play scheme
 - Individualised rewards and sanctions recognising effort and achievement

Some pupils may require additional individual support to prevent exclusion, truancy or unauthorised absences.

 - Pastoral Support Programmes with regular parental and multi-agency reviews
 - Regular contact with parents and carers
 - Individual Behaviour Plans developed alongside the pupil
 - Programmes of social skills eg SEAL, Positive People
 - One to one work with the Learning Mentor
 - Individual workstation
 - Part-time timetable
 - Requests for consultation with Education Psychology Service (EPS), Education Support Service (ESS) and Education Family Support. These should be made via the school's Consultation Planning Meeting

Support Systems for Staff

- All staff should be encouraged to deal with minor and occasional misbehaviour at the time and wherever it occurs in the school. Staff will be empowered to manage misbehaviour of a more serious nature by:
 - Whole school training
 - Access to online CPD
 - In school support via colleagues, Senior Leadership, Inclusion Leader, Learning Mentor
 - Having a clear understanding of procedures for referral within school and to outside agencies
- Where a pupil's behaviour has necessitated a referral to step 5 of the stepped approach, a judgement needs to be made about whether the behaviour in question is:
 - straightforward misconduct;
 - a symptom of significant underlying problems, in which restorative justice will be offered
 - the result of provocation through bullying or racial harassment. In these cases the behaviour will be recorded and parents informed, in line with the school's Anti-bullying Policy.

Support Systems for Parents and Carers

- The school will support the development of parenting skills by signposting parents to parenting groups and training by outside agencies. It is also possible to make individual referrals to agencies such as CAMHs
- As a school we will make all possible efforts to reach those parents who find it difficult to engage with us. We will do this by:
 - Daytime and evening parents' meetings
 - Drop in sessions on issues of concern
 - Limited school letters and information home eg only on Fridays, to focus importance
 - All letters also being available on our school website
 - Home-school partnership books
 - Appropriate use of Parent/carer materials in SEAL
 - Community Parent Support

Recognition and Rewards

In order to promote our view of children in classrooms being part of a crew, we offer a class reward system agreed by all children in our school parliament. Each class has a jar of 'jewels'. When the jewels in the jar reach a target level a class reward is agreed. Additional reward schemes may also operate in some classes. Alongside this we have an individual recognition system called a Positive Behaviour System (PBS). Children are 'noticed' for consistently good behaviour and for individual acts and given a raffle ticket. Each ticket is placed in a class box or if noticed at lunchtime, in a lunchtime box. At the end of every term a draw is made and one child from each class whose name is selected takes part in a 'treat'. As well as the 9 class selections there will be two lunchtime tickets drawn. The better a child's individual behaviour, the more tickets they will accrue and therefore the more likely they are to be selected. Parents will be informed if their child has been selected to be part of the PBS treat.

Magna Carta

In September 2015 to commemorate the 800th anniversary of the Magna Carta we have an occasion to deepen our understanding of the crucial role it has played in the

development of human rights, democracy and liberty. 2015 is a time to commemorate the individual rights we enjoy today and an opportunity to strengthen human rights around the world. To ensure that our pupils are aware of this during the first week in September every class will construct their own Magna Carta outlining the expectations for behaviour for the year ahead. This will then be displayed in every room.

Celebration Worship

Every Friday we hold a Celebration worship of the unique gifts and talents that we all possess. This is an opportunity for the whole school to come together to celebrate children's individual achievements in terms of their learning and how they have demonstrated the termly value. Lunchtime certificates are also awarded for good manners and positive behaviour during lunchtime. We will also celebrate achievements outside of the school as we believe in the education of the whole child. Alongside this each pair of Parliament leaders selects somebody from their group who has made a positive impact that week and gives their reason why.

Weekly Parliament

To enable our children to work across the age range and with children from throughout the school we will have a weekly parliament. This will be at 10am on a Wednesday and will be led by our Y6 learners. This will enable children to discuss behaviour, rewards, current affairs, values etc. on a weekly basis and feed their opinions into staff and governor meetings. As well as promoting good behaviour this session enables the children to develop their knowledge and awareness of British Values of democracy, rule of law, individual rights etc.

Stepped approach for 'Low-Level' behaviours

At St. Anne's, we have a 'stepped approach' for managing 'low-level' behaviours in the classroom or on the playground. This stepped approach is explicitly visible in all classrooms and in the playground.

1. Reminder

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder.

2. Warning

If a reminder is not enough the child will be given a warning. They may be asked to work in a different area of the classroom or play elsewhere on the playground. Once again, if the behaviour improves, praise will be given.

3. Time Out

If the disruptive behaviour continues then 'time out' will be given in an agreed space. This will normally be within the classroom or a playground bench. After some thinking time, the child will be welcome to return to the lesson or playtime.

4. If the behaviour worsens or it is deemed necessary a child will be 'given' a yellow card and may be sent to work in their buddy classroom. The child will need to take work with them to complete and this will be for a maximum of 15 minutes. At the end

of the lesson the teacher or a member of support staff will discuss events with the child. The incident will be logged on our SIMS system. A behaviour slip should be completed and copied to the Learning Mentor for her to instigate preventative action for the future. If the child refuses to take 'time out' then behaviour management moves to step 5.

5. Learning Mentor

If further help is needed to address the behaviour, Rachel Few will listen to the child and discuss the behaviour that took place. Sanctions will be agreed which may include loss of playtime, working away from the classroom for a given time and a meeting with the parents. These incidents will be logged and monitored.

6. Head Teacher or Member of SLT

If the child is unable to calm down or to accept that her/ his behaviour has been inappropriate, the Head Teacher or member of SLT will become involved. This will result in the awarding of a red card. This will also be logged on our SIMS system. At this time the parents will be contacted and the child may miss part of a lunch or play time or if appropriate sent home as part of a fixed term exclusion.

At any time if the incident is deemed serious enough a child may move directly to step 6. The reasons for this will be explained to the child and the parent/carer if this is deemed necessary.

Consultation

- Pupils will be involved in discussing this through the school parliament of which everyone is a member.
- Parents/Carers will be invited to contribute to reviews of the policy through feedback opportunities.
- Staff will be fully involved at all stages of consultation
- A home-school agreement will be expected to be signed each year. This will include ways in which parents could support the policy at home. It is inclusive of all the cultures and needs within the school community. This agreement is in the partnership books to be easily referred to.

Monitoring and Evaluation

- The school will undertake regular audits of behaviour to link in with the regular review of the Policy. This will allow the school to measure the effectiveness of the Policy and the strategies being used.
- To ensure that the policy is working fairly the distribution of rewards and sanctions by gender, ethnicity and SEN will be monitored by the Leadership Team.

Confirmation the Behaviour Policy in respect of St. Anne's Church of England VA Primary School has been discussed by the Governing Body.

Chair of Governors:Date:

Head teacher:Date:

Agreed at the Governing Body Meeting on:



Behaviour Slip

Name..... Class..... Date..... Time.....
Description of incident

Signed.....