



## **St Anne's RC Primary School Behaviour Policy**

### **INTRODUCTION**

All members of St Anne's community are committed to striving to promote a positive ethos in our approach to behaviour and discipline. The creation of a caring and secure environment which promotes concern for others, self-respect, a sense of responsibility and acceptable behaviour is a major aim for our school. Indeed, the highest standards of behaviour and courtesy are expected. As a staff we recognise that good behaviour and discipline are key foundations of good education. It is important for effective teaching and learning to take place in an orderly atmosphere. Furthermore, it is a key skill as our children actively prepare for the demands and responsibilities of adult life.

### **WHOLE SCHOOL APPROACH**

A sustained and consistent whole school approach is the starting point in achieving our high aspirations and expectations. All classes use the traffic light system. This approach has a range of proactive elements:

#### **Rewards Systems**

Regular use is made of reward systems ranging from teacher praise to whole-school systems e.g the House Point System, certificates, prizes.

Pupils who behave well will be rewarded as follows: praise, certificates, stickers, house points, prizes, end of term discos etc.

#### **Positive Environment**

There is an emphasis on creating a positive and pleasant working environment throughout the school. The facilities and resources should be kept in good order and all have a shared responsibility for tidiness and good order. Children's work is valued by positive comments and by the high quality of display throughout the whole building.

At the heart is our broad and enriched curriculum, appropriately differentiated to stimulate and engage all pupils. This motivates our children and ensures that they can enjoy and excel – every child is given every chance.

i) Learning behaviour is a combination of our school rules and our learning values

## **Our learning values**

- Ready to learn (I learn something new every day)
- A team player (I can work with others)
- Independent learner (I can work on my own)
- Making connections (I can use facts I already know)
- Effective communicator (I can explain my ideas)

## **Code of Respect**

Respect for each other is encouraged at all times. This is also expressed through a respect for the property of others and respect for the school building. Pupils will be reminded of the privileges they enjoy through the high level of school resources and measures will be taken against those who seek to spoil this for others.

In this context, the use of inappropriate language and swearing is unacceptable at St Anne's as it undermines the promotion of dignity and self-respect of every individual member of the school community. (See expectations chart also)

## **Partnership with Parents**

Parents are the first educators of our children and they remain responsible for their children's behaviour and its consequences until they reach an adult age. This should be a close and honest partnership and the school expects the **full** support of parents in dealing with issues which may arise. The teacher remains the first point of contact for parents, and parents should never undermine a teacher in this context.

## **In the Classroom**

Each teacher is responsible for the discipline of the children in his/her assigned group.

The following guidelines will help promote a calm and purposeful atmosphere:

- Teachers will ensure that procedures are clearly understood by all pupils in the class e.g. participation in lessons, movement in the class, what pupils should do when a task is completed. Guidance for pupils is to be displayed e.g. Code of conduct/Classroom rules, and should be insisted upon and enforced consistently.
- Teachers will always give clear explanations to children so that activities run smoothly
- Very high standards are to be set and teachers will make sure that children know what is expected. Progress is monitored carefully.
- Work will be set which matches pupils' abilities.
- Punctuality is very important: lessons to start and end on time.
- The school, through its teachers and teaching assistants will ensure that the necessary materials are available for children to complete an activity.
- Interesting wall displays are to be maintained in the classroom and throughout the school.

- Teachers will always seek to extend, motivate and engage all pupils thus reducing the opportunities for poor behaviour.
- Creative discussion is encouraged as the building of self-confidence is important.

### **Points for Staff may consider**

- Furniture layout and labelling of resources
- Appropriate grouping of pupils
- Matching work to pupils abilities
- Pacing of lessons, avoiding slippage at the start of the lesson
- Matching of task to learning style (visual, auditory & kinaesthetic)
- Being enthusiastic creating a positive classroom atmosphere
- Forming positive relationships with parents / carers
- Establishing class routines that are clear and consistent
- Movement around school. How do you want your class to line up, go out to play etc
- Instructions must be made clear and not ambiguous, always check the pupils understanding

### **Sanctions**

No matter how well planned the curriculum, or how well teachers plan or prepare, individual instances of disruptive behaviour may happen. This is when proactive measures are replaced with reactive measures.

Interventions have to be carefully judged by teachers and sanctions may range from a quiet reprimand, change of seat, withdrawal of privileges, extra work during lunchtimes, contacting parents. Children must not be sent out of the classroom to stand in the corridor.

Staff are aware of legislation permitting the use of ‘reasonable intervening force’ in instances where pupils pose a threat of injury to themselves or others (see physical intervention policy). If any instance does occur, the Headteacher must be informed immediately, and parents/carers notified as soon as possible.

If a pupil breaks a rule the following consequences will apply:

- 1<sup>st</sup> – A warning
- 2<sup>nd</sup> – Lost learning – work missed to be done at playtime or lunchtime supervised by class teacher
- 3<sup>rd</sup> – 10 minutes out in a partner class
- 4<sup>th</sup> – Refusal to go to a partner class = Mrs Shore/Mrs Greene to contact parents.
- 5<sup>th</sup> – A letter home/phone call from teacher – parents invited into school to discuss behaviour concerns

With serious/repeated incidents of concern, staff are requested to enlist the support of senior staff, including the school’s designated teacher for Special Educational Needs. Staff should monitor concerns by recording the incidents on SIMS. In the final instance, the Headteacher will deal with serious incidents of a disciplinary nature.

The school reserves the right to exclude pupils on a temporary or permanent basis, in accordance with the guidelines laid down in current Government legislation.

In such processes, the Governing Body have established a Hearings Committee to serve as an Appeals Panel to adjudicate in matters which go to the level of an appeal.

### **Lunchtimes at St Anne's**

i) Expectations – At St Anne's we value the contribution made by our Lunchtime Organisers. Our children know what is expected of them at lunchtime:

- Everyone must be safe
- Children must stay inside the school gates and away from the perimeter fence.
- Children play together, make friends and keep friends
- Children are polite to all staff and to each other

ii) Procedures

- At the beginning of lunchtime – Staff hand over the children to the Lunchtime Organisers. When the children go on to the playground the Senior Lunchtime Organiser makes sure that there are sufficient supervisors in each zone.
- If it is wet – children will play supervised games/activities in the classroom. Each class should have a 'wet play' box so that the children are aware of which resources can be used. Lunchtime Organisers should engage in the playing of games with children or singing songs or reading stories with the younger children. Lunchtime staff should wait with the children until the return of the class teacher.
- If someone is hurt – Lunchtime organisers attend to minor cuts and bruises. If they have any doubts they ask for the assistance of a qualified First Aider: More serious injuries are recorded in the First Aid Pad kept in the reception area.
- At the end of play – In Key Stage 1 and Key Stage 2, LO's get the children to line up (weather permitting) and teachers collect their classes from the playground. In the case of wet play when the children will be indoors, Lunchtime Organisers stay with the children until the teacher arrives. LOs may need to spend time with a teacher to discuss any difficulties which may have arisen.

iii) Positive things which the Lunchtime Organisers do

- Smile, give praise for behaving well and playing in a positive way
- Use games and equipment to keep the children occupied
- Use stickers and give names to the Headteacher for special certificates in Assembly

iv) Strategies to assist with behaviour

- Give warnings, remove equipment
- Try to distract and reason with children
- Walk round with the supervisor, send to SLO if more serious
- 5 minute blocks of time out on the wall
- Record incidents, report to the class teacher
- SLO to report serious incidents/send child to the Headteacher

**Partner classes:**

- Foundation Stage to Year 1
- Year 1 to Year 2
- Year 2 to Year 1
- Year 3 to Year 4
- Year 4 to Year 3
- Year 5 to Year 6
- Year 6 to Year 5

Partner classes must be adhered to so that the incidents can be monitored. The only deviation that may occur is if there is a sibling in the corresponding class.

Expectation chart displayed in all classes:

<b>Expectations</b>	
<p><b>We have a positive attitude to staff, each other, our school, our learning and local community.</b></p> <p><b>We behave in a cooperative manner at all times.</b></p> <p><b>We only use polite language when talking to peers and adults.</b></p> <p><b>We use our hands and feet in a positive way in the class and on the playground.</b></p> <p><b>We complete classwork and homework on time.</b></p>	
<p><b>Positive Consequences</b></p> <ol style="list-style-type: none"> <li>1. Stay on green all day = 1 merit</li> <li>2. Stay on green in for morning or afternoon = 10 Saint Points for each session</li> <li>3. Full 20 merits sheet = prize in assembly</li> <li>4. Thoughtful behaviour = spotted ticket &amp; 10 Saint Points</li> <li>5. Winning Saint Team = disco at the end of half-term</li> </ol>	<p><b>Negative Consequences</b></p> <ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Lost learning time = work to be done at playtime or lunchtime</li> <li>3. 10 minutes time out in partner class</li> <li>4. Refusal to go to partner class = Mrs Shore or Mrs Greene will contact parent</li> <li>5. Letter or phone call home inviting parents to come into school to discuss behaviour</li> </ol>

Signed:

Review date: