



St. David's C of E Primary School

Behaviour Policy

Rationale:

We believe that school may be a very confusing and complex environment for children to enter into. In order to help them understand and work positively in this environment we all need clear and consistent guidelines.

We believe that well-behaved children enable the school community to be a happy caring place within which all children can be helped to achieve their potential and all adults can enjoy working alongside children in a positive atmosphere.

We believe that well-behaved children are able to listen and think, to have respect for others, themselves and their environment, and to act appropriately in varying circumstances.

It is acknowledged that older children (UKS2) will have the opportunity to accept roles of responsibility such as librarianship, play leader etc.

At St David's C of E Primary we believe that the Christian ethos helps us to achieve this as it promotes encouragement, respect and understanding of others.

Purpose:

To ensure that children and grown-ups who are connected with our school

- are aware of the agreed beliefs and procedures relating to behaviour
- enjoy school and have opportunities to reach their full potential
- know that they have a positive and valued role in our community
- develop self discipline and a sense of responsibility
- understand that home and school have a shared responsibility for ensuring good standards of behaviour.

We believe:

- Children should show respect towards their peers
- Children should show respect towards adults
- Adults should model respect
- Children should be kind to each other in thoughts and actions
- Children should walk around the school buildings
- A quiet calm environment should be promoted to facilitate learning
- Children should engage actively with all aspects of school life
- Children should show understanding and compassion for individual differences
- School and personal property should be treated with respect at all times

All classes will CLEARLY display their classroom ethos; this should include rewards and sanctions that are in place so that they can be applied consistently by ANY adult working in the class.

Rewards

Team points/stickers Praise letters/ messages home Visual display of names on class chart Class shared treat/ privilege team privilege Special person Playtime award/Lunchtime star

Friday AOW is a time to celebrate the achievements of all pupils within our school community; this will also include recognition of skills and talents outside school. Children will be encouraged to bring in certificates, trophies etc from clubs and groups they attend as extra curricular activities.

Team Points

Team points are given throughout the school by *all* members of staff. Children may earn team points through a variety of means for example, showing respect, acting in a kind and helpful manner, producing a piece of work that is exceptional for the individual child as well as trying one's best in any area of the curriculum or school life.

All children within the school are placed within a family group, a cross Key Stage 'family' that enables children to meet with others in the school of different ages. Children collect team points for their family group that will contribute to a collective 'family', total announced at the AOW on Friday. The family with the most amount of team points are announced as the winners with their colour ribbon placed on the trophy. As part of a family group all children are therefore given the opportunity to be part of a successful and winning team when their family is announced as the winners.

A running total of points is kept throughout the term with the family with the overall number of points receiving a special treat at the end of term. This treat is chosen by the children and could include a trip to the museum, cooking, watching a film etc.

Sanctions

Verbal reprimand Time away from the gp Loss of free time/ playtime Time away from the class loss of privilege (treat etc)

What happens when children choose not to behave appropriately?

Children are encouraged to state clearly the behaviours they do not like and ask for it to stop. If this does not happen they should then tell an adult who will ensure the following procedures are adhered to;

- A verbal warning will be given (2 warnings at the most before a consequence is invoked)
 - Adult's voice should match the message
 - Adults should always give clear, short and simple instructions.

- Be consistent and clear about how we respond to the misdemeanour e.g. What are you doing? Please can you stop. I would like you to move places to here, please. This should be backed up with examples of how the child should behave and illustrated with reasons.
- Give the child clear choices and consequences, eg if you choose to do this, this will happen, on the other hand if you choose to do this, this will happen.
- It is important that teachers use a range of strategies appropriate to themselves and the child. These may be:
 - i) time out
 - ii) missing minutes of play/ lunchtime
 - iii) Missing opportunities to engage in special activities
- If the behaviour continues the child will spend time away from the group
- On returning to the group if the behaviour continues the child will spend time away from their class eg in another class or in the library (supervised). Parents will be verbally informed by the class teacher at the end of the day that their child's behaviour was impacting on the learning of others. This should not be done in front of other parents.
- If a pattern of negative behaviours begins to develop the class teachers will invite parents in to school to discuss strategies that will be put in to place.
- If concerns continue parents will be invited to attend a meeting with the Head teacher and class teacher to discuss further strategies that will be put in place. This may lead to an individual behaviour plan or the initiation of involvement from outside agencies.
- In extreme circumstances it may be necessary to initiate a fixed term exclusion
- A child at risk of exclusion should have a PEP and should be made known to the LA inclusion officer (Sue Meecham).

There may be times when it is necessary to omit some or all of the above stages and the school reserves the right to do this depending on the severity of the incident(s).

Bullying

Please read in conjunction with the school's Anti-Bullying policy

We believe that our open supportive approach to families discourages bullying. We have put the following procedures in place to facilitate communication between teachers and parents, parents and children, and children and children:

- All staff are available first thing in the morning to talk with parents
- Headteacher available either in the playground or around the school
- Staff always take their children out to the playground at the end of the day, so enabling parents to talk to them
- At lunch and play time, structured activities are provided
Staff are available to children who have a need to talk about how they are feeling in relation to a specific problem or difficult time
- Family Group where children across the school gather together to discuss school issues and to make links
- Circle Time when children are encouraged to discuss and express how they are feeling

Positive Handling

(see also Policy for Use of Physical Contact)

Whenever possible strategies other than force should be used to deal with serious behaviour issues however we recognise that on occasion the restraining of a pupil

may be the only solution. Any attempts move or restrain a pupil will be done in line with the 'Use of Physical Contact' Policy.

In the event of significant incidents of unacceptable behaviour e.g. bullying, violence, racism, smoking, possession of drugs or offensive weapons, severe vandalism etc more formal procedures are in place.

Guidelines

- Headteacher, Senior teacher or teacher in-charge needs to be involved from the beginning
- Advice to be sought from the L.A
- Parents are invited into school to discuss any matter of concern
- Outside agencies e.g. L.A., Police, Social Services, Educational Psychologist, Educational Welfare Officer to be involved if appropriate
- The procedures laid down in the 'Devon Guidelines on the Exclusion of Pupils' then needs to be followed.

Signed:Date.....
(Chair of Governors)