



St Edward's Church of England
Primary School

Behaviour Policy

February 2018



BEHAVIOUR POLICY

1.0 Statement of principles for the Behaviour Policy

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. At St Edward's we believe it is important that children:

- recognise the need for adults and children to have respect for themselves, each other and the environment;
- understand how their actions may affect others;
- understand the difference between right and wrong;
- exercise a degree of responsibility and initiative;
- develop a sense of fairness.

2.0 Role of Head Teacher, Governors, Teaching Staff, Support Staff

Governors play a key role in influencing the ethos of the school (atmosphere and philosophy). This influence carries with it a responsibility to support the head teacher and staff in maintaining high standards of discipline.

The head teacher is responsible for securing discipline on a day-to-day basis subject to the general principles set out at the beginning of this policy. The head teacher is responsible for developing school rules and codes of conduct which give effect to the overall behaviour policy, taking into account any guidance given by the governing body.

The classroom is the most important place in school education. Children need a calm and purposeful classroom. Teachers need to have high expectations of all their pupils in terms both of achievement and of behaviour. We have learnt that discipline is most effective when children can be constructive and positive, and when they are specific about what behaviour is expected of them and what is unacceptable. The following characteristics feature in most successful classrooms:

- procedures are clearly understood regarding pupil discussion, participation in lessons, movement in class, ways in which work is handed in, and what pupils should do when tasks are completed;
- explanations are clear;
- requirements of pupils are clearly set out and progress is monitored carefully;
- clear instructions are given so that activities run smoothly;
- misbehaviour is handled quickly and calmly so that the pace of the lesson is not lost and further disruption minimised;

- teachers demonstrate good listening skills, and react appropriately to pupils' responses;
- work is set which is appropriate to pupils' abilities;
- clear goals are set for each work activity and all pupils understand them before an activity begins;
- lessons start and end on time;
- classrooms are suited to a particular activity as far as possible;
- seating arrangements are appropriate to the activity with particular attention given to the position of children who find it difficult to settle and who may be easily distracted;
- external interruptions are minimised wherever possible and all necessary materials for a given activity are available.

3.0 Code of Conduct for Pupils

It is most important that children recognise the need to have respect for themselves and each other. In order to obtain this respect and a responsible attitude, high importance is placed on discipline being practised with care and purpose. Children should appreciate the thinking behind this purpose and be helped in recognising the need for and in developing self-discipline. The following **Golden Rules** are designed to assist children in recognising the part they play in maintaining high standards of behaviour at St Edward's:

1. Treat others as you would wish to be treated.
2. Treat property as if it were your own.
3. Walk in school.
4. Wear the agreed school uniform.
5. Follow the directions of an adult.

Our Golden Rules are followed throughout the school by all children from Nursery to Year 6. In addition to our Golden Rules each class compiles and agrees their own Class Rules which are displayed in the classroom. These are written in 'child-friendly' language, appropriate to the Year Group.

4.0 Managing Pupil's Behaviour

Teachers are responsible for the behaviour of all children in their class. All staff have a role to play in supporting and reinforcing good behaviour. The school uses the DFES SEAL (Social and Emotional Aspects of Learning) approach, 'Stay on Green' and 'Restorative Approaches to Behaviour' to encourage positive attitudes and behaviour.

4.1 Principles for managing children's behaviour:

1. Good behaviour and discipline are the key foundations for a good education. Without an orderly atmosphere, effective teaching and learning cannot take place.
2. Teachers have a right to teach, children have a right to learn, nobody has a right to interfere with that process.

3. Respect is key with adults and children having respect for themselves, each other and the environment.
4. Children need to:
 - understand how their actions may affect others;
 - learn the difference between right and wrong;
 - be responsible for the choices they make;
 - develop a sense of fairness.

4.2 Basic Techniques for managing children's behaviour include:

1. 'Walk the Talk' – children learn from our behaviour towards each other and our behaviour towards them.
2. Rewards and positive reinforcement.
3. Consistency.
4. Rules and procedures.
5. Teach the child what you want them to do e.g. "What does good lining up look like?"
6. The importance of making the curriculum accessible to the child.
7. Reduce something that is unpleasant.
8. Reduce the attention that is given to the child.

5.0 Maintaining Appropriate Behaviour

St Edward's School uses 'Stay on Green' as a behaviour management strategy. This promotes positive behaviour and seeks to manage inappropriate behaviour progressively within the classroom.

5.1 Overview

5.1.1 The principle behind this system is:

- that all pupils have the opportunity to make positive choices about their behaviour and influence outcomes;
- that teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills;
- pupils who are regularly following the rules are noticed and rewarded.

5.1.2 The system allows for the following:

- a consistent approach that can be used by all staff;
- whole class and individual reward system;
- least intrusive approaches are used to manage behaviour;
- teaching of specific behaviours and routines.

5.1.3 Each class has an attractive Stay on Green display and all pupils' names are on the chart. Every child starts each day on 'green'.

- If pupils make positive individual choices about their behaviour their name is moved up the chart through bronze, silver and gold.
- If pupils make negative individual choices about their behaviour their name is moved down the chart through blue, yellow and red.

5.2 Rewards

5.2.1 Whole Class

The whole class works towards achieving Green Time at the end of the week. Points are awarded to each child on green or above at the end of the day. Each class has a weekly total to aim for. If the class reaches the whole class total they earn their Green Time.

For example: 150 points = 10 minutes Green time
 160 points = 15 minutes Green time
 170 points = 20 minutes Green time

Green Time activities may include extra outdoor play, games on the interactive whiteboard, board games etc.

5.2.2 Individual

Each pupil's daily points count towards the whole class total.

Green	1 point
Bronze	2 points, Bronze sticker awarded
Silver	3 points, Silver sticker and Silver certificate awarded
Gold	5 points, Gold sticker and Gold certificate awarded, name recorded in Gold Book.

Children who 'stay on Green' all week receive a Green sticker at the end of the week (which is stuck on a half-term sticker chart). Lower school children (Reception, Years 1 and 2) also have a small Green sticker to take home. At the end of each half-term children who have remained on Green behaviour for the whole period receive a special certificate. Children whose behaviour has been consistently 'Green' all year, receive a small prize.

5.3 Consequences

If a pupil makes an inappropriate choice in their behaviour, they are given a verbal warning and reminded about green behaviour. If the behaviour continues, the pupil's name is moved down the chart.

- Teachers and other staff use suggested strategies to keep children on Green;
- adults use least intrusive skills to redirect behaviour;

- if a member of staff decides to move a child's name down the chart, they explain clearly to the pupil why their behaviour is inappropriate and what they can do to improve the situation;
- all staff constantly help pupils to make the right choices to move their name back to green.

The following colours are consequences

Blue Staff explain to the pupil why their behaviour is unacceptable. Upper School pupils lose two minutes of break or lunchtime. Staff look for opportunities to move pupils back to green.

Yellow Pupils in Lower School are given a 'Think about it' sheet and a timer and sent to the class with the same coloured carpet colour in the year above to complete the sheet and reflect on their behaviour. Upper School pupils lose five minutes of break or lunchtime in which they complete their 'Think about it' sheet. Staff look for opportunities to move pupils back to green.

Red The pupil is sent to a member of Senior Leadership Team and is excluded from class for the rest of the session (in some cases, this may be the following day). Parents are informed. A red form is completed and filed in class 'Stay on Green' folder.

At the end of each day, the class teacher records all pupils' behaviour on the school's SIMS system.

5.4 Foundation Stage

Foundation stage use a simplified version of 'Stay on Green' using fewer colours. In Nursery, teachers will be using the colours green and bronze to reward exceptionally good behaviour. In Reception, the colours green, bronze, silver and gold will be used. Blue is used to highlight inappropriate behaviour resulting in a low level consequence and parents are informed at the end of the day. Our focus is on positive feedback and redirection of pupil behaviour. The significance of the different colours will be explained to the children and that 'Green' behaviour is the normal expectation within school.

5.5 Restorative Approaches to Behaviour

This approach is used to help children to restore and maintain positive relationships with others when incidents happen or friendships become 'stuck'. Restorative Approaches are practised by all staff, Year 6 Peer Mediators and pupils. Individuals are encouraged to talk to each other about their grievances and explain what they think and feel about what has occurred and what needs to happen next. A common solution is then sought, acceptable to both parties, and opportunities provided for apologies, where appropriate.

6.0 Rewards and Positive Reinforcement

At St Edward's we recognise that rewarding children when they show good behaviour, improvement in the standard of work and courteous and caring attitudes is a positive means whereby we can encourage children to do their best while showing our appreciation of their efforts. The school has a clear structure of recording effort and achievement in a positive way over a range of activities.

At St Edward's we use the following:

- public commendations (in assembly for example);
- special sticker awards from Head Teacher, Deputy and Assistant Heads;
- entries in 'Happy Book' (Lower School) and 'Book of Shining Stars' (Upper School) celebrated in presentation assemblies;
- house points, house point certificates and house cup (Upper School - presented termly) and stickers (Lower School);
- letters or phone calls home;
- examples of excellent work shown to other staff/classes/children in presentation assembly;
- positive comments in exercise books;
- prominent displays of pupil work;
- quiet praise from the teacher to a pupil who demonstrates improvement from previously unacceptable behaviour which can be a powerful motivation to maintain improvement;
- class lining up certificates (Lower School);
- tidy classroom and bay certificates;
- termly attendance/punctuality certificates and end of Year attendance trophies;
- attainment and progress certificates and awards;
- sports awards, certificates and cups;
- cups for endeavour, academic achievement and service to the school;
- JOY (Jesus first, others second, yourself last) plaques.

Recognition is not confined to achievements in school. Community service and success outside school is also recognised.

The school has a house system for pupils in Years 3 - 6. Annually, Year 6 children take part in a democratic process where Year 6 children are elected house captains. Once elected, house captains' responsibilities include: leading activities for their house; setting up the hall for assemblies; showing visitors around the school; house assemblies, activities and competitions; recycling waste paper,

7.0 Resolving Serious Difficulties

On rare occasions the discipline and management of children's behaviour breaks down. When this occurs it is sometimes necessary to restrain a child. Should this happen, restraint is undertaken in accordance with the school's **Restrictive Physical Intervention Policy** which can be viewed by parents upon request.

Bullying is behaviour which results in pain and distress to the victim and is defined as 'actions against others which meet all three of the following criteria: multiple; deliberate; emphasis on an imbalance of power.' When bullying is reported, the school's **Anti Bullying Policy** should be referred to.

8.0 Exclusion

Exclusion from school will only be used as a final resort when the child's behaviour is extreme. Examples of when exclusion may be necessary are:

- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- verbal or physical abuse of other pupils or school staff;
- aggression towards other pupils leading to the possibility of physical or emotional harm;
- indecent behaviour.

The length of fixed-term exclusions will directly relate to the severity of the behaviour.

Before a child is readmitted to school, a reintegration meeting will be held. This will be attended by the child, their parent(s) or guardian(s), the Head Teacher and other staff where appropriate. At this meeting, expectations and next steps will be discussed.

In all cases of exclusion, the Chair of Governors will be informed, and governors will receive a termly report on the number and nature of exclusions.

Should exclusion become necessary on a regular basis, the school will contact the Vulnerable Children's Co-ordinator, Education Inclusion and Support Team, if this has not already been undertaken.

The decision to permanently exclude will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would be in the best interests of the child and of other children in the school.

Please refer to the school's **Exclusion Policy** for further information.

9.0 Involvement of Parents, Support Staff and Pupils

It is essential for the school to gain the support of parents for the behaviour policy. The key to this is one of communication. Our work with parents begins at pre Nursery meetings when the principles of the behaviour policy are outlined to parents.

Parental support is requested in maintaining the principles of the behaviour policy.

The children will be involved from the beginning of the autumn term where the first week's assembly will focus on new beginnings and rules. This will be followed up in the classroom with discussion of the Golden Rules and Class Rules (displayed on the wall), rewards and consequences.

Copies of school policies are published on our website and are available, on request, at the school office.

“STAY ON GREEN” BEHAVIOUR STRATEGY

	COLOURS	BEHAVIOURS	REWARDS
P O S I T I V E C H O I C E S	GOLD	Being an excellent role model by: having an excellent attitude at all times; consistently displaying excellent behaviour; significant achievement; showing initiative; constantly displaying "silver" behaviour.	Gold sticker, five points, child's name is recorded in the Gold Book and a Gold certificate is awarded in Friday's assembly. 1-2 awarded per half-term.
	SILVER	Being a very good role model by: making a very good effort in every lesson; consistent politeness; thinking of others before yourself; being self-motivated; encouraging others to do the right thing; constantly displaying "bronze" behaviour without adult prompting.	Silver sticker, three points and a Silver certificate is sent home. Approx. 1 per fortnight.
	BRONZE	Being a good role model by: taking pride in your own work; including others in the class and in the playground; working independently; being kind and supportive to others; asking thoughtful and enquiring questions; participating in partner/group discussion.	Bronze sticker and two points towards class Green Time. 2 - 3 awarded per week.
	GREEN	Following the Golden Rules; Always doing your best; Being polite and helpful; Working well with others; Good listening; Sitting on chair or carpet property.	One point towards Green Time. Green sticker for all who have "stayed on Green" all week.
	VERBAL WARNING		CONSEQUENCES
N E G A T I V E C H O I C E S	BLUE	Showing less than expected behaviour by: any low level disruption such as talking, not listening; not following instructions; calling out, disturbing others; moving around the classroom without permission; running, careless pushing in the corridor; name calling; arguing with peers; littering.	Verbal reminder of how to stay on green
	YELLOW	Showing inappropriate behaviour by: persistent "blue" behaviour; damaging other people's or school property; throwing things; shouting/calling out during teaching time; deliberately hurting someone's feelings; being rude or answering back; deliberate pushing in the corridor.	Time out with reflection sheet to be completed in another class. Parents informed if inappropriate behaviour is repeated.
	RED	persistent "yellow" behaviour; walking out of class without permission; serious disobedience; being racist; fighting; swearing or lying; stealing; hurting others on purpose; refusal to work.	Excluded from class for the remainder of the day, Senior staff involved and parents informed