



Stoney Middleton CE (C) Primary School

*“Better keep
yourself clean and
bright; you are the
window through
which you must see
the world.”*

~George Bernard Shaw

Behaviour Policy

Every child should be entitled to learn in an environment where he is safe and has the freedom to express himself as an individual, but where clear boundaries exist to enable the highest quality education to take place for everyone. High quality educational experience occurs in schools where teachers offer an outstanding curriculum that is challenging, meaningful and inclusive.

Alexander, R.J. with Doddington, C., Gray, J., Hargreaves, L. and Kershner, R. (eds) (2010) *The Cambridge Primary Review Research Surveys*, Abingdon: Routledge.

Stoney Middleton Pride

Patience - Wait even though it may be difficult; show self control.

Respect - Treat others with care; consider the learning of others; respond to greeting from adults.

Integrity - Be honest; take responsibility for your own actions; apologise.

Determination - Do the right thing, even when it's hard; make good choices.

Excellence - Be ready to learn everyday; do your best

AIMS

We aim to establish a caring and challenging school community where all pupils feel valued and develop a love of learning.

We aim to encourage self-discipline and to keep rules and regulations to a minimum. As members of the community we aim to build positive relationships with each other, with the children and their families.

As members of the school community, we all have rights and responsibilities. We believe that everyone at school is important and is to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

PRINCIPLES

This means:

1. Keeping calm
2. Listening carefully
3. Being sensitive to others' points of view
4. Being consistent in our dealings
5. Using good humour and praise wherever possible
6. Not talking negatively about children in front of them or in front of others
7. Using only realistic threats, so we talk about sanctions we mean to uphold
8. Admitting when we are wrong.
9. Adults should set a good example at all times – being confident, firm, reasonable, realistic and fair.

The most important principle, for adults and pupils alike, is to:

EXPECT GOOD THINGS

Everyone at school

- is important and valuable
- is here for a purpose
- has an important contribution to make

Show respect

- for everyone
- for property and the school environment

Treat

- everyone as an individual

PRACTICE

Time is allotted in the classroom (through **SEAL, circle time and PSHCE**) and worship to talk about acceptable and desirable behaviour.

There is a practice of **praising good behaviour** throughout the school.

We recognise that good behaviour has to be taught and that this requires an **effective partnership between home and school**.

***Peer massage** will be used in school to calm pupils, promote a positive body image and to engender positive relationships.*

Staff in school should be the **positive role models** in implementing the school rules.

A **friendly, positive atmosphere** among staff gives opportunity for constructive criticism in a caring atmosphere.

Our success is measured not by the absence of problems, but by **the way we deal with them**.

Good order has to be worked for; it does not simply happen.

Our Expectations

The Classroom

We aim to create a well-organised, attractive and stimulating learning environment. Just as it is important for staff to be in their rooms, or in the playground for the beginning of sessions, so too it is important that children arrive at school on time and settle quickly to work in their classrooms.

All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays. Class rules are negotiated at the beginning of the year, regularly reviewed and are displayed prominently, so that they can easily be referred to throughout the day.

BEHAVIOUR LADDERS

Our main strategy for rewards and sanctions is through the behaviour ladder system. Each class has a behaviour ladder prominently displayed and each child begins the day on "expected behaviour". They can move up and down the ladder during the day and are encouraged to move their own name. When unacceptable behaviour occurs, a progressive set of sanctions will be used. This is a set of procedures to be used in a systematic way. The severity and frequency of incidents will determine movement down the ladder.

These are the stages of sanction and reward which are applied throughout school.

Exemplary behaviour
Reward -Head teachers praise & postcard home

Excellent behaviour
Reward - Postcard home

Good behaviour
Reward-Extra stamp & sticker

Expected behaviour
Reward Stamp&Sticker

Verbal warning
Sanction – Name on board (three times equals move down)

Unacceptable behaviour
Sanction – Loss of 5 minutes playtime
Headteacher informed (log kept)

Consistent unacceptable behaviour
Sanction – Loss of playtimes
Child sent to SLT(log kept)
Parents informed
If consistent then behaviour plan introduced.
Fixed term exclusion (extreme cases)

Pupils who have ended the day at “expected behaviour” or above receive a stamp on their chart at the end of each day. If they achieve “extra stamp and sticker “ or above, they receive 2 stamps. These are saved to win bronze, silver and gold prizes, when they have achieved 50/ 100/ 150 stamps. Hence, every child who maintains the school rules and ethos is rewarded.

Positive Behaviour - will also be recognised by:

- praise from adults and peers
- being given responsibilities e.g. monitors, prefects
- sharing achievements with other classes in worship, e.g. gold book for excellence in learning
- parents being informed of success
- celebration boards – class

All incidents of **racism and bullying** are recorded and an anonymised, termly report is sent to the Director of Children and Young People.

It is important to **encourage pupils** who have moved below expected behaviour to move back up the ladder.

All adults in the school have **high expectations** for work and behaviour. We aim to encourage a friendly, caring atmosphere with a high level of **teamwork** so that all members of the school community have an opportunity to excel and enjoy a full school life.

Children are expected to take an active part in this by:

- clearing up after activities by returning resources to the correct place
- cleaning brushes, paints, pots and keeping the sink area clean
- ensuring pencils and pens are returned to containers
- putting tops on felt tip pens, glue sticks, etc.
- Regularly tidying and sorting out trays, construction containers, book corners, etc.
- treating measuring instruments and other apparatus, such as rulers and compasses, properly
- leaving shared areas e.g. library, central areas, ready for the next class
- keeping cloak areas tidy.

Dealing with unacceptable behaviour

It is always important to **understand why** a child is exhibiting such behaviour while at the same time **looking for strategies** to modify the behaviour. The adult should seek to **talk** to the child, **listen** and **give her/him time** to express their feelings and offer an explanation.

The individual with the problem should be **offered help** to understand why his/her actions are unacceptable. Parents should be made aware of the situation, sooner rather than later.

It is also very important to help and **support those who have been victims** of unacceptable behaviour and to deal with perpetrators.

Any sanctions imposed should be **realistic**. Pre-emptive action should be used whenever possible, e.g. building positive relationships with other children or offering alternative ways for a child to play out their aggression.

Sanctions for children of all ages will be handled **sensitively**, and in consultation with the parent/carer of that child.

For persistent poor behaviour children may be put 'on report' and have a **daily report card**, signed by both the class teacher and parent. The head teacher is made aware of this. They may also be subject to an **Individual Behaviour Plan** and may have **risk assessments** drawn up, to ensure everyone's safety.

Teachers will keep **records** of consistent misbehaviour or a sudden change in behaviour patterns.

Class teachers will be informed of any action the head teacher or deputy head teacher has taken regarding a child and parents, and this will be logged in the child's file, as well as in the **head's behaviour log**.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working).

Children should be encouraged to hold doors open for others, showing politeness and consideration for others.

Monitors are on duty at playtimes to help the adults in school.

Worship

Staff and children are expected to enter and leave the hall silently, or singing, when music is used for this purpose, and to sit quietly during worship.

Dinner Hall

Children should line up and walk into the dinner hall quietly and go to their seats for Grace. When asked, they take their meal to a table.

After the meal, children must wait for their table to finish eating, then leave their eating area quietly, when instructed by the adult on duty, and walk to the playground or field.

Playground

At lunch time children are expected to show **equal respect** to duty adults.

All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt or are being bullied or harassed. There will be at least one member of staff on duty in the playground during break and adult supervisors at lunchtime. There will be at least one teacher in the playground before school.

Lunchtime supervisors record incidents using the behaviour ladder, to ensure that incidents are followed up by the class teacher.

Class teachers will be informed of any incident that needs to be followed up, including positive behaviour which is above what is expected.

Playground rules include the following: (in addition to the list of 'unacceptable behaviour').

- The benched area of the playground is reserved for sitting and playing quiet games.
- Dangerous behaviour such as pushing will result in a sanction.
- No standing on walls, railings or benches.

- No games involving mock or 'play' fighting or self-defence poses (eg karate) allowed at any time.
- No racing across other playground games.
- Only one football game at any one time.
- Food may be eaten in the playground during morning break. No food is allowed outside during lunchtime unless specific permission is given – e.g. packed lunches are allowed to eat outside in good weather
- Adults on duty to be out in good time and no children to be left unsupervised.
- At the end of the playtime, children will line up in class lines.
- Children will proceed to class quietly.
- Our ball rules will be followed at all times.

SEN

Pupils with SEN shall be dealt with in line with their IEP/ IBP and all staff must be mindful of the special needs procedures which apply to individual pupils. A file is kept in the staffroom with up-to-date IEPs, IBPs and risk assessments to ensure consistency and to avoid misunderstandings.

Foundation stage

The principles of the policy are adhered to in the foundation stage in order to ensure consistency throughout the school.

Sanctions to be avoided

Adults should not:

- Use an area of the curriculum as punishment, e.g. extra maths, or loss of PE (unless you cannot guarantee safety in the PE lesson)
- Send a child to sit or stand outside the classroom
- Send a child to the office alone
- Use whole class punishments unless it is justified.

Relationships

Relationships are vital – relationships between everyone and at every level.

Respect

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Expect to give and to receive
- Respect every person
- Treat everyone as an individual

Fairness

- Address the problem
- Avoid confrontation
- Listen
- Establish the facts – focus on what is right, not who is right

- Judge only when certain
- Use punishment sparingly
- Apply school rules uniformly

Building positive relationships

- Use humour – it builds bridges
- Keep calm – it reduces tensions
- Listen – it earns respect
- Be positive and build relationships
- Know your pupils as individuals
- Carry out any sanctions you impose
- Be consistent
- Establish your authority firmly and calmly

Do all you can to avoid

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over-reacting –the problem will grow
- Blanket punishment – the innocent will resent them
- Harsh sarcasm – it damages you!
- Avoid idle threats
- Don't threaten children with someone else's discipline

Remember

Be consistent

Be fair

Be positive

Be reasonable

Be firm

Be courteous

Be realistic

Be confident

Be a good example

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