

BEHAVIOUR POLICY

January 2019



**St Michael's
School**

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Author	S Peers
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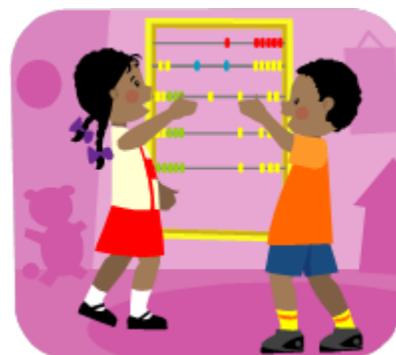
Our school is a place where everyone is a learner and everyone has a right to learn. All members of the school community have a right to relax, play, and move around in safety without hindrance or fear. We believe everyone can achieve realistic goals if they are supported and challenged appropriately. We want everyone to enjoy coming to and being in school. Therefore, we undertake to treat children as individuals but we also expect them to conform to codes of behaviour that protect the well-being of all and support the school community.

This policy sets out the expectations of behaviour at St Michael's CofE (A) Infant School. The governing body, staff and pupils seek to create an environment which promote learning and teaching that has time for spiritual reflection enabling deep thinking leading to raised standards.

Aims

We aim to:

- promote a positive ethos and climate in the school,
- create a consistent environment that encourages and reinforces good behaviour,
- define acceptable standards and the principles of good behaviour,
- promote self esteem by recognizing success and developing positive relationships,
- ensure that the school's expectations and strategies are widely known and understood,
- encourage parents, staff, governors and children to support this policy.



Rewards

Celebration of work or behaviour in class, assembly or in the playground.

- Verbal praise
- Class Dojo points
- Show work to another teacher
- Group rewards
- Stickers
- Photocopy work to take home
- Smile and encouragement
- Whole class rewards
- Thumbs up
- Recognise sports achievements
- Show work to Head of School/Executive Head (Head award stickers)
- Work put up on display or held up to show the class
- Busy Bee certificate awarded in celebration assembly– see rules below.



Good behaviour is constantly expected and rewarded.

School 'Bee' Rules



- Be mindful
- Be honest
- Be kind
- Be hard-working

Responses to Challenging Behaviour

For example: calling out, rudeness, answering back, verbal aggression, inappropriate language, refusal to cooperate, violent behaviour.

The response should always be appropriate to the child's age, needs and level of challenging behaviour – the colours link to the lanyard colours on the next page.

If **good choice** is not made.



Disapproving look or glance.



Reminder of appropriate behaviour with another opportunity to make good choice.



Verbal warning—1:1 conversation to explain the need for thinking/Positive expectations reinforced.

(At this point, if **good choice** is made show **green card**).



If behaviour continues - time out with egg timer.



Removal to another class - logged in teacher behaviour book (parents are informed if this is persistent).

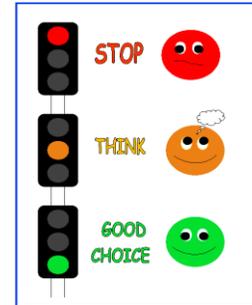


Removal to Head of School/Executive Head - logged in SLT behaviour book.

(Meeting with parents arranged, outside agencies informed and ILP/Behaviour log set up if appropriate).

These steps can be jumped when extreme behaviour is witnessed. This is up to the teacher's discretion.

All staff will use consistent language with the aim of encouraging children to make **'good choices.'** Staff will carry 3 colour cards on their lanyards that match the faces on the good choices poster.



Playtime and Lunchtime

- We promote co-operative play and positive behaviour in the playground and around the school.
- We have playground buddies and a Buddy Bench.
- Children can receive a Busy bee certificate for being mindful, honest or kind (See Bee rules on page 3).

Behaviour Expectations

All members of the school community should behave in a responsible manner to both themselves and others, showing consideration, courtesy and respect at all times.

All pupils should:

- behave in a sensible and responsible manner,
- be courteous and respectful to each other and all adults,
- follow the class rules and school code of behaviour.

All adults should:

- praise children for appropriate behaviour,
- treat children with courtesy, respect and consideration,
- be aware of individual needs,
- be consistent in their reactions to children's behaviour,
- model and promote good behaviour through example.

Role of the Head of School/ Executive Head

- It is the responsibility of the Head of School/Executive Head to:
- implement the school behaviour policy consistently throughout the school,
- report to governors, when requested, on the effectiveness of the policy,
- ensure the health safety and welfare of all children in the school,
- support staff in implementing the policy by setting standards of behaviour,
- inform parents immediately if there are concerns about a child's welfare or behaviour,
- keep records of all reported serious incidents of misbehaviour,
- have responsibility to give fixed term exclusions to individual children for serious acts of misbehaviour (after consultation with governors) ,
- permanently exclude a child (after consultation with governors) for very serious acts of anti-social behaviour.

Role of governors

- It is the responsibility of the governors to:
- set down general guidelines on standards of discipline and behaviour (Appendix 2),
- support the Head of School/Executive Head in carrying them out,
- review their effectiveness,
- offer advice on particular disciplinary issues which the Head of School/Executive Head must take account ,
- follow the normal grievance procedure in cases of complaint.

Role of parents

We believe that a pupil's behaviour is managed best when the school works in partnership with parents and carers. Therefore, we keep parents and carers informed of inappropriate behaviour if it is frequent and/or harmful, and involve them in dealing with issues.

We expect parents and carers to:

- read and support the school code of behaviour,
- support the use of reasonable sanctions,
- contact the school to share any concerns about the way their child has been treated following the 'responding to concerns procedure' (Appendix 2).

Procedures if behaviour needs further intervention

If necessary and after consultation with parents, help may be sought from Educational Psychology /Behaviour Support Services or an alternative outside agency (e.g. Linden Bridge).

Persistent breaches of the school code of behaviour with no signs of improvement or a serious physical or verbal attack will lead to one or more of the following extreme courses of action:

- a. Internal Exclusion: - where the pupil works, under supervision away from his class. In such cases breaks will be given but the pupil will not be permitted to play with other pupils
- b. Exclusion during lunch breaks: - (in cases where the inappropriate behaviour takes place outside at break times). In such cases parents/carers will be asked to supervise their child at school or possibly collect and return the pupil to school.
- c. Fixed Term Exclusion: - where the pupil is excluded from school for a number of days between 1 - 5. The parent will be informed in writing of the terms of the FTE, work will be provided for the pupil and the local authority will be informed in writing on the appropriate form. Permanent Exclusion: - The Support Team of Inclusive Practice (STIP) of the local authority will always have been involved prior to this stage and every alternative will have been considered. If a child is permanently excluded, there is no parental appeal against this decision.

Top Tips for promoting good behaviour

- Make a distinction between the child and his or her behaviour. You may be displeased with what he or she has done but you still value them. Maintain self-esteem by remarking that you are disappointed that children like them have not made the right choice.
- Rather than merely telling a child to do something, encourage them to feedback what he or she is going to do: 'I am going to tidy up the mess on the floor and say sorry to...'
- When a child fails to observe a particular rule. Rather than say 'stop talking' say 'if you listen to me, you will know what to do'.
- If a child is finding a task tricky, either make it easier or try to remove the threat of failure by a comment like, 'this is very hard but I know you will do your best.' Alternatively take the blame yourself by remarking, 'I'm sorry I didn't explain that properly, let's have another go'.
- Remember to catch a child being 'good'. Praise a child for doing the right thing rather than waiting for them to misbehave. Positive re-enforcement works well.
- Non-verbal cues are supportive; an encouraging smile, nod of the head or a thumbs up often maintains expected behaviours.
- When a child is presenting challenging behaviour, diverting attention can be helpful (run an errand) and it can be a form of time out that possibly diffuses the situation.

At all times the safety and well-being of the children is paramount and staff will, whenever possible, use persuasion and positive reinforcement to help children make the right choices. However, at times there may be a need to use reasonable force to keep an individual child or children safe.

Training will be provided to staff to make sure they are able to do this in the safest manner. Staff may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so,
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit,
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others,
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground,
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force will never be used as a punishment.

Bullying

Bullying in any form will not be tolerated, and is defined as **any behaviour which deliberately and repeatedly causes others to be unhappy**. See Anti-bullying policy.

- The matter will initially be investigated by the class teacher who will establish the facts of the complaint from all parties impartially.
- Minor incidents will be talked through with the parties involved and an acceptance of responsibility or reparation hopefully achieved.
- Serious or persistent incidents will be reported to the Head of School/ Executive Head who will decide on further action and nature of response.
- Persistent cases may require a meeting with a wider group of children to explore causes of bullying and to agree remedies.

Parents will be informed whenever the situation remains unresolved or it is warranted by the seriousness of the incident.

Appendix A – Responding to Parents Concerns

Day to day concerns

If a parent has any concerns about their child they are invited to raise them with the classteacher. Often a brief word can resolve misunderstandings, for more in depth discussion an appointment for a mutually convenient time may need to be made.

More serious concerns

These may need to be discussed with the Head of School/ Executive Head if possible in person. If a parent remains dissatisfied after discussion with the Head of School/ Executive Head then the Chair of Governors can be contacted in writing, care of the school. The school has adopted a complaints procedure recommended by the Local Authority, details of which are available on request.

Relationships and Confidentiality

The school will respond to any concern or complaint without any adverse effect on the relationship between the child and staff. It may be necessary to talk to the child to clarify the circumstances giving rise to a concern. All concerns raised by parents are treated in confidence.

Appendix B – Governors Statement of Principle

This governors' statement of principles has been produced in response to the Education and Inspections Act 2006 which requires all schools to have a set of agreed governors' principles, to guide the school leadership when determining measures to promote good behaviour. They underpin the school's behaviour policy, which is finally decided on by the governors, and expectation of the highest behavioural standards for the whole school community.

The governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of pupils and staff.

The purpose of the school's behaviour policy is to fulfil the governors' duty of care to pupils and employees; to promote teaching and learning and high standards of attainment; to preserve the reputation of the school and to support the outcomes of 'Every Child Matters' i.e.

- be healthy
- stay safe
- enjoy & achieve
- make a positive contribution and
- achieve economic well-being

The policy should take particular account of the needs of vulnerable children, and comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination. The behaviour policy and related procedures and actions will do this by:

- promoting self-discipline and proper regard for authority among pupils;
- encouraging good behaviour and respect for others and seeking to prevent bullying;
- securing an acceptable standard of pupil behaviour;
- ensuring that pupils complete any educational tasks reasonably assigned to them and
- generally regulating the conduct of pupils.

The governors consider that rewards exist to encourage good behaviour, enable pupils to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Sanctions demonstrate that misbehaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.

The governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual pupil, and the staff are expected to use discretion in their use. In any situation where facts are in dispute the governors have determined that the standard of proof used by both the staff and themselves will be that of the balance of probabilities.

The governors will keep this statement of principles under review by considering it bi-annually at a meeting of the full Governing Body.