

# Behaviour Policy



## St Michael's Primary School

Updated October 2018 in consultation with the governing body

The Governing Body and all staff of St. Michael's Primary School believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Good behaviour, with support of parents, lets the teachers teach and the children learn.

The School's Mission Statement and policy on behaviour direct the ETHOS of the school which is based upon Christian values. The ethos in school will convey a clear vision of the values which we want all children to learn. Children at St. Michael's will be helped to grow and learn within an environment which has a clearly shared view of what is right and wrong.

## **INTENT STATEMENT**

**We will prepare the children at St. Michael's school for life, by giving them the opportunity to fulfil their potential within a happy caring Christian environment, where every individual is valued.**

**Excellence: Achieving personal excellence: the quality of education**

*Wisdom*

Each member of our school community is committed to high standards for all. We believe in offering as many enriching educational and life experiences for our pupils in order to develop their social, moral, cultural and spiritual development. We are committed to ongoing staff development and learning.

**Perseverance: Persevering with Passion: behaviour and attitudes**

*Endurance*

We treat children with respect and promote self-belief creating confident, happy children who are well adapted to succeed in life.

**Caring: Caring about everyone in God's family: personal development**

*Compassion, Service and Forgiveness*

We will prepare the children at St. Michael's school for life, by giving them the opportunity to fulfil their potential as unique individuals within a happy caring Christian environment, where every individual is valued.

**Collaboration: Supporting each other to succeed: leadership and management**

*Trust, Justice, Hope*

Is committed to teamwork, each stakeholder using their gifts and talents to build up the community as a whole.

## ***“I have come that everyone may have life and have to the full” John 10.10***

We believe in offering as many enriching educational and life experiences for our pupils in order to develop their social, moral, cultural and spiritual development.

### **ST. MICHAEL'S POLICY AIMS TO:**

- provide a safe learning environment  
*The Golden Rules extend to the dinner hall, playground and movement around school*

- promote good behaviour and develop moral views which underpin all the choices and decisions made by the school and its pupils

*By good behaviour we mean: sensible, friendly and polite, helpful, hardworking, respectful of others. There are recognised social benefits for these values to children, teachers and parents. The children learn to care for each other, learn the value of friendship, develop self confidence and try their best. Teachers are able to teach more effectively without the disturbance of behaviour problems and are able to use their time more effectively to meet the needs of all pupils and make positive contacts with parents.*

- promote self-esteem, self-discipline, proper regard for authority and positive relationships, built on mutual respect

*We promote self esteem by making positive responses and comments, treating children with respect, promoting a sense of self worth, recognising and highlighting good behaviour when it occurs, ensuring criticism is constructive, rewarding children for good behaviour through the DoJo system. We also display work, show achievement to others, emphasise strengths.*

- ensure fairness of treatment for all by encouraging consistency in using and applying school rules, rewards and sanctions
- promote early intervention when behaviour is unacceptable
- encourage positive relationships with parents to develop a shared approach to the implementation of the school's policy and associated procedures.

### **PROCEDURES**

Encouraging good social behaviour is the responsibility of all staff, both teaching and non teaching. All staff are expected to recognise and highlight good behaviour when it occurs and deal with unacceptable behaviour immediately in line with the golden rules. Sanctions will be applied in line with the agreed procedure, in an age appropriate way according to the seriousness of the behaviour.

The class teacher will deal with most forms of behaviour. If there is repeated unacceptable behaviour the class teacher may wish to involve the parents and advise the Headteacher. The Do Jo system is the means by which school notifies parents of all aspects of their child's behaviour

The SEND coordinator should be able to provide support for the class teacher in the form of advice and information where appropriate. This may take the form of an individual behaviour programme for a particular child, using an incentive and award system.

The Headteacher and Deputy Headteacher provide support for the class teachers in the form of advice and information, and make any decisions for action which may need to be taken about behaviour.

School have access to Trafford's behaviour support service, a counselling service and also an Educational Psychologist who may be called upon to carry out an assessment on a child with serious behaviour problems.

The procedure will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

#### **We operate positive behaviour management at St Michael's**

Adults and children are expected to use please and thank you and sorry or excuse me.

Open doors for others when appropriate

Respect all adults and visitors at the school and extend each other social courtesy.

#### **SCHOOL CODE OF CONDUCT – THE GOLDEN RULES**

The Golden Rules are the moral values that will inform and develop the culture of the school. The children will be expected to follow the Golden Rules. The list of rules will be displayed in every classroom and in the entrance hall. They will cover all the positive behaviours to be encouraged as well as the negative behaviours to be discouraged.

##### **CLASSROOM GOLDEN RULES**

- **Do** be gentle, **don't** hurt anybody - **caring**
- **Do** be kind and helpful, **don't** hurt people's feelings - **caring**
- **Do** be honest, **don't** cover up the truth - **collaboration**
- **Do** work hard, **don't** waste time – **excellence/perseverance**
- **Do** look after property, **don't** waste or damage things - **caring**
- **Do** listen to people, **don't** interrupt - **collaboration**

##### **PLAYGROUND GOLDEN RULES**

- **Do** be gentle, **don't** hurt anybody - **caring**
- **Do** be kind and helpful, **don't** hurt people's feelings- **caring**
- **Do** play well with others, **don't** spoil others' games - **collaboration**
- **Do** care for your playground, **don't** damage or spoil anything - **caring**
- **Do** listen to people, **don't** interrupt- **collaboration**
- **Do** be honest, **don't** cover up the truth – **collaboration**
- **Do** keep to the playground safety rules, **don't** break the playground safety rules - **collaboration**

The Golden Rules will underpin all the choices made by the school and its pupils. They are not 'doing rules' but moral values and a vision of the routines we want the children to keep to.

### REWARDS

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

#### Praise

1. The golden leaf is awarded to children for achievement and for demonstrating social skills and attributes
2. Three pieces of excellent work in a week will gain a Head teacher award.
3. All excellent work is shown in assembly.

#### Rewards

2 Do Jos for excellent work.

I Do Jo for following individual aspects of the Golden Rules.

Head teacher certificates for three pieces of excellent work.

Reward for excellent work, high level of attendance.

Celebration Assembly

Class Do Jo for following the golden rules (which can be monitored at home by parents)

Verbal Praise and Stickers

Positive marking strategies which are related to the objective and indicate to a child where they have made progress (see marking policy)

### SANCTIONS

Sanctions are needed to respond to low level and socially unacceptable behaviour. Although the children are taught to reflect on the impact of their behaviour on their own or others learning, or the harm they have done to individual, sanctions are focused on the behaviour not on the individual. The children have a Do Jo account which links to parents' e mail. It indicates where a child has followed the Golden Rules.

#### Low level behaviour

We have high expectations of behaviour. We aim to develop good social habits of respect, good manners, social courtesy's such as please, thank you and sorry and holding the door for others. If these are not demonstrated staff will issue:

1. Warning
2. Amber Zone and Do Jo moved –child managed within class – 5 mins play missed
3. Red zone – sent to another teacher – all of play missed

#### SANCTIONS

1. 5 minutes of play will be missed on the day of the breach or following day if after assembly time. Head to supervise this, if Head unavailable SLT to share role between them to ensure the system is upheld.

2. The sanctions will be authorised and managed by the class teacher. If a child has had their Do Jo moved 3 times the teacher will contact the parent.
3. If the behaviour becomes persistent over time, the Head will contact the parents to work out supportive strategies to change poor behaviours.

### Socially unacceptable behaviour

We have very little unacceptable behaviour. Fighting, theft, inappropriate language during lessons or playtime/ lunchtime will result in the teacher operating an immediate internal exclusion depending on the context of the misdemeanour and the parents will be informed by phone at the end of the day.

### SEN

Individual children with specific social and emotional needs will be monitored on systems devised by the Senco in consultation with the teacher and parents. This may be a book, a chart or other appropriate methods to support the development of appropriate behaviour.

### PASTORAL CARE

We wish to foster a supportive caring relationship with the children in our school. We stress to parents that we are always available to talk to them and any information affecting the child's well being and happiness is welcomed. Our School Nurse makes a termly visit to school and will discuss any health or well being issues with parents. Her direct number is 0161 746 3810

### EXCLUSIONS

The decision to exclude a child is considered very carefully. It is very rare to exclude a child at St Michael's. Sometimes the Head will operate an internal exclusion, isolating the child from an activity, or the class.

Following a serious incident: assault on another child or adult, repeated concerns about a child's behaviour who is already being monitored on a behaviour plan, the Head may request a child is removed for a morning or afternoon or a day.

The Head expects exclusion to support both the parents and the school to communicate the message that unacceptable social behaviour cannot be tolerated.

The Governing body of the school will be involved in the behaviour policy in the case of exclusions. The Headteacher will inform the governing body of any exclusion and further action.

### ***What happens when your child is excluded***

The Head will let you know about exclusion as soon as possible and follow up with a letter including information about how long your child is excluded for and why.

Exclusions can start the same day but the school can't make you collect your child straight away. You should contact the Chair of Governors if you wish to challenge the exclusion.

There is a paper record kept in school of all incidents leading to the exclusion which support the Head's decision.

## **Risk of prosecution if child is found in public place**

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason.

### ***Types of exclusion***

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

#### **Fixed period exclusion**

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange full-time education from the sixth school day.

#### **Permanent exclusion**

Permanent exclusion means your child is expelled. The local council must arrange full-time education from the sixth school day.

### **Pupils' conduct outside the school gates – teachers' powers**

#### **What the law allows:**

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

24. Main Schools will respond with appropriate punishments ( internal/external exclusions) according to individual pupils and incidents in response to non criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school

25. Subject to the behaviour policy, teachers may discipline pupils for:  
misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **BULLYING**

As staff we are alert to signs of bullying and racial harassment. All incidences of bullying and harassment are dealt with in a firm manner in accordance with our anti bullying policy.

## **CHILD PROTECTION**

The Headteacher, or in her absence the Deputy are designated child protection officers. There is a separate Child Protection Policy. All staff have specific forms on which to record their concerns. All staff have Level 1 safeguarding training.

## **EQUAL OPPORTUNITIES**

We aim to develop respect for others and an awareness of the world around us. Therefore, different cultures are valued within our school. All children regardless of gender, race and ability have a right to developing personally and socially and academically. We are committed at St Michael's to ensure this happens.

## **TRAINING**

The Governing Body will ensure that, where necessary, appropriate high quality staff training on all aspects of behaviour management is provided to support the implementation of the policy.

## **LINKS WITH OTHE SCHOOL POLICIES**

In order for the behaviour policy to be effective, a clear relationship with other school documents related to equality of opportunity, special educational needs and spiritual, moral and cultural issues must be maintained.

## **INVOLVEMENT OF OUTSIDE AGENCIES**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support.

## **ROLES AND RESPONSIBILITIES**

1. **The Governing Body** will keep this the policy under review. Governors will support the school in maintaining high standards of behaviour.
2. **The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head teacher's role.
3. **Staff, including teachers, support staff and volunteers**, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

4. **The Governing Body, Headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origins, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
5. **Parents and carers** will take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
6. **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the school staff.

#### **REVIEW**

The Head, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed of the appropriateness and effectiveness of the policy.

The policy has been reviewed to match the needs of children in the school and to increase the opportunity for all children to be valued within the school community.

**Reviewed October 2015 by SLT/Governors and Chair of Governors**

**Reviewed Nov 2017 See FGB minutes**