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ST KEYNA PRIMARY SCHOOL

Behaviour Policy

Rationale

A school where behaviour is well managed and where all members of the school community work hard to conduct themselves in a self-disciplined and positive manner is a school where children learn to respect themselves and others. In addition, it is a school where highly effective learning becomes possible because poor behaviour is not allowed to become a barrier to learning. By using a Restorative Justice approach to dealing with behaviour incidents we endeavour to teach children self-discipline and encourage them to become responsive and responsible members of society. St Keyna Primary School recognises that a firm, consistent, fair approach to discipline helps children to distinguish between acceptable and unacceptable behaviour and provides a safe, secure environment in which all children are able to learn.

Aims

We aim to

1. maintain a consistent approach to behaviour management across the school.
2. maintain a positive, welcoming atmosphere based on a strong sense of community and shared values.
3. encourage good behaviour and reduce incidents of bullying.
4. encourage all members of the school community to behave considerately and respectfully towards each other.
5. promote shared values of mutual respect, self-discipline and social responsibility.
6. help children reflect on behaviour choices, take responsibility for their actions and develop the ability to behave thoughtfully
7. provide a discipline system where good behaviour is positively rewarded and where children are aware of the consequences of poor behaviour
8. work in partnership with parents/carers to promote good behaviour in school and the wider community
9. listen to children's views and teach them to listen to others

Guidelines

1. The whole school community is encouraged to follow the Ammonite Code (Appendix 1) which clearly sets out how we expect everyone to behave. We expect all members of the school community to uphold our values whether on or off the school premises and we always follow up any bad behaviour or bullying which is witnessed or reported off the school site. Teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in a school organised or school-related activity or
 - travelling to or from school

- 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 a pupil or member of the public or
- could adversely affect the reputation of the school. (DfE Feb 14 Behaviour and Discipline in Schools)

2. There is a clear system of rewards (Appendix 2) which includes class rewards, Class Dojo points, good work stamps and a whole range of individual rewards that help us to promote a positive approach to behaviour management. These rewards celebrate both good behaviour and achievement in work.

3. Where children are not following the Ammonite Code and do not show respect for staff, fellow pupils, buildings and property, the sanctions system (Appendix 3) will be implemented following a restorative justice approach (Appendix 3a)

4. If a child is violent, abusive or aggressive and especially where adult intervention has been essential then a full incident record should be written on CPOMs.

5. All staff are responsible for ensuring there is good behaviour in and around the school by acting as role models, responding appropriately and consistently to both good and bad behaviour and by maintaining a high profile in the classroom, playground and on school visits.

6. Children will not be left unsupervised at any time. However children deemed responsible by staff may be granted permission to work on tasks around the school from time to time.

7. General School Rules (Appendix 5), agreed by staff and pupils, are displayed prominently around the school.

8. Each class has a purple behaviour monitoring record file where a summary of monthly individual behaviour is analysed against key categories-talking/interrupting in class, distracting others, being physical, being disrespectful/name calling. Children who feature significantly will be subject to further action such as meeting with parents/carers, behaviour plans etc. A monthly summary is submitted to the Headteacher for analysis.

9. The quality and content of teaching and learning has an effect on behaviour. Teachers bear the responsibility to provide learning opportunities that are differentiated, meaningful, have clear outcomes and provide appropriate levels of challenge and support. Lessons that are fun will help all children to feel involved and motivated. Disruptive behaviour is more likely to arise when pupils are frustrated or when their self-esteem is threatened by failure.

10. All staff will be quick to praise good behaviour of all children in school: children who are making good behaviour choices need to be noticed and to feel that they are being successful. Praise and appreciation promotes self-confidence.

11. Staff will guard against labelling or stereotyping children by their behaviour.

12. All staff will maintain high professional standards of conduct no matter how challenging a child's behaviour may be.

13. Attitudes and remarks that are sexist, homophobic, biphobic, transphobic, disparaging towards those of different religion, races or with different skin colour or make fun of a person's disability (including physical disability, mental illness or special educational needs) will be actively challenged by all staff.

14. Parents/carers will be informed that the school has a duty to report all incidents that are homophobic, biphobic, transphobic, racist or disablist.

15. Parents/carers will be kept informed of concerns regarding their child's behaviour and requested to work with the school to encourage positive behaviour.

16. A child whose behaviour continues to be a regular concern will require differentiated support which will be outlined in Pupil Inclusion Plans and/or Personal Learning Plans.

17. Where there is a high risk of exclusion a Pastoral Support Programme may be drawn up and implemented.

18. The governors recognise that in exceptional circumstances it may become necessary for the Headteacher to exclude a pupil. The step will be taken with reference to current DfE guidance and the Local Authority Policy and Principles. The LA must be notified of all exclusions.

19. Circle Time sessions will be used as a general forum (without drawing attention to individuals), to address behavioural issues such as behaving unacceptably towards others.

20. The PSHE curriculum is used to explicitly teach children about behaving positively. We also look for opportunities in assemblies and whole school events. The Friday Celebration Assembly is frequently used to remind the whole school about particular behaviour issues and to monitor whole school standards.

21. There are occasions when outside agencies may be used to develop children's understanding of behaviour and relationships, e.g. Parent Support Advisor, School Nurse.

22. The School Council provides children with a forum to express their views and make suggestions about behaviour and other issues in school.

23. Where a child's behaviour is of concern, a review meeting is held regularly to discuss problems and plan for future support. A member of SLT and a Class Teacher will participate, and children and parents/carers are involved as appropriate.

Inclusion

St Keyna Primary School actively seeks to include all pupils and to remove barriers to learning. It is recognised that children who present challenging behaviour need to be included too and every effort is made to provide support (e.g. through small targets, individual behaviour reward systems, academic and emotional support, bubble time, social skills programmes and our nurture provision) to enable them to develop strategies to manage their behaviour and be more able to participate in the curriculum provision. However, we recognise too that disruptive behaviour affects the learning of all children. Whilst the school's behaviour policy seeks to provide a proactive structure to prevent disruptive behaviour occurring, there will be occasions when pupils may need to be excluded from particular activities for fixed periods. This is set out clearly in the sanctions system (Appendix 3).

St Keyna Primary School recognised that the behaviour policy may need to be flexible to take into account the needs of pupils who are LAC, PLAC, who have an attachment disorder, or who are on the SEND register under Social Emotional Mental Health (SEMH). For example: a child in the above categories may not need to move their name to yellow on the class display, due to the adverse impact that this may cause.

Conclusion

This policy was written as a result of consultation with stakeholders and through in-service days and staff meetings. The policy will be reviewed in Jan 2022.

If you require this policy in another format e.g. large print, Braille or audio-tape or in another language, please contact the school office.

THE AMMONITE CODE

We care for ourselves, each other
and our school.

We are polite to everyone and
listen to what they have to say.

We work together and follow
adults' instructions first time.

Our words and actions make school
a safe, happy and friendly place.

We try our best and help ourselves
and others to learn.

We have good manners, are
kind and helpful.

We tell the truth and forgive the
mistakes of others.

SCHOOL REWARDS

- Class reward chart; 10 stamps = a class reward afternoon of their choice of activity.
 - Certificates
 - ✓ Star of the day (EYFS & KS1) - received in class
 - ✓ Student of the week (KS2) - received in class
 - ✓ Congratulations - Certificate of Merit (awarded in Celebration Assembly)
 - ✓ Animal Skills Certificates: Dog, Cat, Bee, Dolphin, Tortoise, Unicorn (awarded in Celebration Assembly)
 - ✓ Lunchtime merit - 3 tokens awarded at lunchtimes = a certificate presented in Celebration Assembly
 - ✓ SLT Good News certificate
 - ✓ Individual Class Dojo points
 - ✓ Animal skills display in KS1 classes
 - ✓ Silver and Gold Reward Charts in KS2 classes (gold and silver stickers converted into Dojo points)
- EYFS - Name put in Chance Box for a prize draw at the end of the day.



ST KEYNA PRIMARY SCHOOL

CLASS REWARD CHART

Collect ten stickers and choose a reward.



What will you choose?

1		2	
3		4	
5		6	
7		8	
9	A black stick figure running across a red ribbon, with motion lines behind it.		10
		A black stick figure holding a large purple star-shaped award with a ribbon.	

APPENDIX 3 SANCTIONS SYSTEM

		Record	Action	Sanction
1	WARNING	NONE	Verbal warning	None
2	BLUE	NONE	Warning to move name card down to blue zone 'calm down' . At end of session child seeks permission from teacher to remove name from blue zone and return to the zone they were at previously.	None
3	YELLOW 1	Write reason on 'Yellow 1' section of class behaviour record sheet	Child moves his/her name card to the yellow 1 zone. Once sanction has been completed child seeks permission from teacher to remove name from yellow zone and return to the green zone.	Foundation Stage– 5 minutes 'time out' sitting on a chair watched by adult as soon after the event as possible KS1-5mins 'time out' by Sapphire wall at breaktime / lunchtime. If during the afternoon then sit out of storytime KS2 - 10mins 'time out' at breaktime /lunchtime in designated indoor space –completing work. If during the afternoon then sanction carried forward to next day.
4	YELLOW 2	Write reason on 'Yellow 2' section of class behaviour record sheet	Child moves his/her name card to the yellow 2 zone. Once sanction has been completed child seeks permission from teacher to remove name from yellow zone and return to the green zone.	Foundation Stage– 5 minutes 'time out' sitting on a chair watched by adult as soon after the event as possible KS1-5mins 'time out' by Sapphire wall at breaktime / lunchtime. If during the afternoon then sit out of storytime KS2 - 10mins 'time out' at breaktime /lunchtime in designated indoor space –completing work. If during the afternoon then sanction carried forward to next day.
5	ORANGE	Write reason on 'Orange section' of class behaviour record sheet	Name card moved to orange zone -not to be removed that day. Send to key Stage Leader or Deputy Head escorted by TA/sensible child at breaktime if due to accumulation, or straight away if serious incident	Pupil reprimanded. Miss another 'time out' and/or complete work and/or write letter of apology at SLT discretion. Class teacher inform parent/carer
6	RED	Write reason on 'Red' section of class behaviour record sheet	Name card moved to red zone-not to be removed that day. Send to Head / Deputy or other member of SLT if not available.	In-school exclusion for the rest of the day or following day as determined by HT or DH. Parents/carers contacted by phone if appropriate & follow-up letter issued.

Restorative Questions

To respond to challenging behaviour

What happened?

What were you thinking about at the time?

Who has been affected by what you did and how?

How do you think (the victim) felt when you did that?

What do you think you need to do to make things right?

Should there be any consequences? Have you broken the Ammonite Code?

What have you learnt to help you make the right choices next time?

St Keyna School Rules

Always follow the St Keyna Ammonite Code

Before and after school

- No ball games.
- No using school play equipment.
- No riding bikes or scooters in the grounds.

During the school day

- Walk sensibly in and around the building.
- Speak quietly and politely to everyone.
- Only use the computers with permission.
- Don't bring toys or footballs to school.

At lunchtime

- Line up quietly and sensibly for lunch.
- Use your manners, eat politely, talk quietly.
- Listen carefully and follow the dinner staff' instructions.

On the playground

- When it is time to tidy up the last person to use the equipment must put it away.
- Don't play fight.