

ST. ANDREW'S CE PRIMARY SCHOOL **BEHAVIOUR POLICY**

At St. Andrew's we welcome you to our happy, safe and Christian family, where we encourage everyone to do their very best. Our vision is to inspire our children to be confident individuals, who are excited about learning and curious about the world that they live in.

We believe that for children to achieve their academic potential to learn social competence and how to co-operate with others they need a positive environment, where they are happy, work hard and are treated fairly and consistently. This includes those with social, mental and emotional health needs who may require additional support in meeting those goals

All members of the school community are required to actively uphold the aims of the behaviour policy. By working in partnership with one another, we can ensure that St. Andrew's is a school in which all children behave well and achieve their very best.

Aims and Objectives

From the moment children enter our school they are encouraged to develop their God-given potential, habits of self-discipline and to behave in an acceptable manner at all times. We seek to provide a safe and positive learning environment in which to work and play.

It is the aim of St. Andrew's School to provide a safe and secure learning environment for children and staff. In order to achieve this aim it is essential that parents and staff work together to help children develop self-discipline, self-respect and respect for others. We believe that the management of pupil behaviour involves teaching responsible decision-making and effective problem-solving techniques. Children are responsible for their own actions. They cannot blame the environment, parents or peers for their own behaviour. Each pupil has the choice to behave appropriately or inappropriately. Children with social, mental and emotional health needs may require additional support in meeting these aims and this will be provided within the framework of the schools inclusion policy.

We believe that the promotion of these aims will create an atmosphere that will enable children to grow -

* Spiritually * Socially * Personally * Academically

Good behaviour needs to be carefully developed. We believe that young children learn best when they are clear about what they are supposed to do and when they are regularly and consistently given praise and encouragement.

Our 'We Will' Rules

To support our aims and objectives the following 'We Will' Rules have been developed -

1. We will be friendly, respectful and helpful.
2. We will work hard and always do our best.
3. We will look after the schools, our own and each other's property.
4. We will listen to people and not interrupt.
5. We will be honest, gentle & will look after each other.
6. We will walk sensibly and quietly in and around the school.

The 'We Will' Rules, Rewards and Consequences systems that follow have all been explained to the children.

January 2015

Rewarding Good Choices

School Vision Awards – In line with the school’s vision of St Andrew’s as one Christian family, awards will be given for children who exhibit strong Christian values / effort in learning / curiosity about the world they live in. Two or three of these awards for exceptional effort will be given during weekly achievement assembly

Dojo points – Children’s everyday good choices and examples of effective learning will be rewarded via the online Class Dojo reward system. A daily Dojo point is awarded as standard to each child who has consistently displayed the qualities of an ‘effective learner’ (see below). One additional Dojo point may be awarded for extraordinary examples of learning and/or effort.

These points accrue every half term and once a child has reached a total of 50 points they will be rewarded with a golden star badge award.

Golden Time - Children will receive 30 minutes of ‘Golden Time’ on a Friday. The children will be asked to specify activities they enjoy. Children who have repeatedly broken the ‘We Will’ Rules during the course of a week could miss some or all of their ‘Golden Time’.

Learning Lights System

At St. Andrew’s we expect and encourage children to do their very best. Part of this expectation is that all children are *effective learners*. Every child at St. Andrew’s is taught what being an effective learner means.

An effective learner:

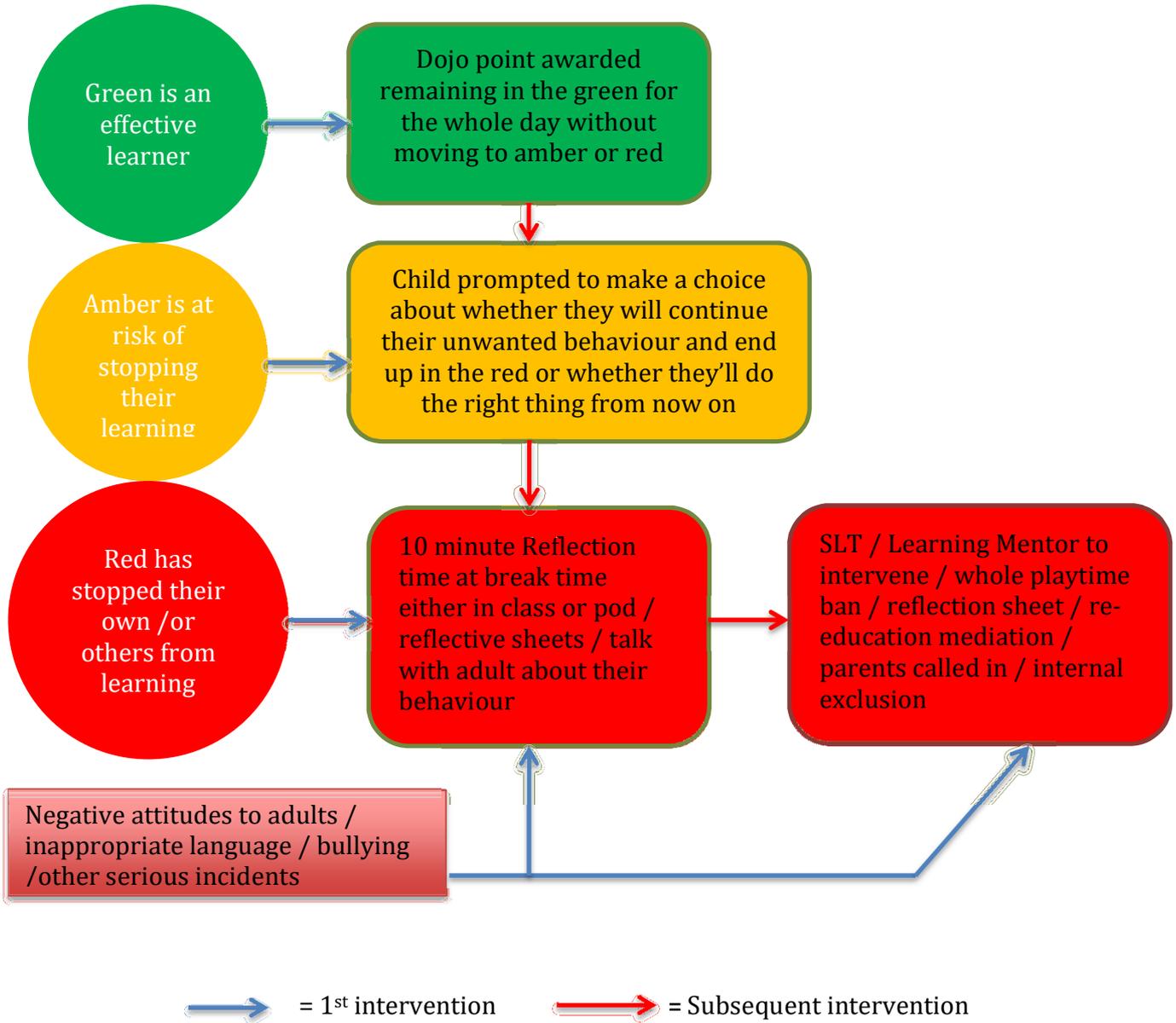
- Pays attention when an adult is talking
- Begins the learning/task straight away, without any fuss
- Participates & tries their best with their learning
- Limits their talking to quiet learning conversations
- Stays in their seat unless they have permission to move
- Ignores any ineffective learners
- Puts their hand up if they have a question or need help

The Learning Lights is a system designed to encourage effective learning and help children take on more responsibility for their education by giving a constant visual indication of how well they are learning. It operates in a similar way to traffic lights:

- **Green = Effective Learner**
- **Amber = At risk of stopping their own / others from leaning**
- **Red = Has stopped their own or others from learning**

All children will start in the green at the start of every lesson and are awarded a dojo point for staying in the green all day. If a child disrupts learning they are given the opportunity to correct their behavior and return to effective learning. If the child does not correct their behaviour they will be moved to the red which will result in reflection time for the child. See the flow chart below for an example of how it will work in class:

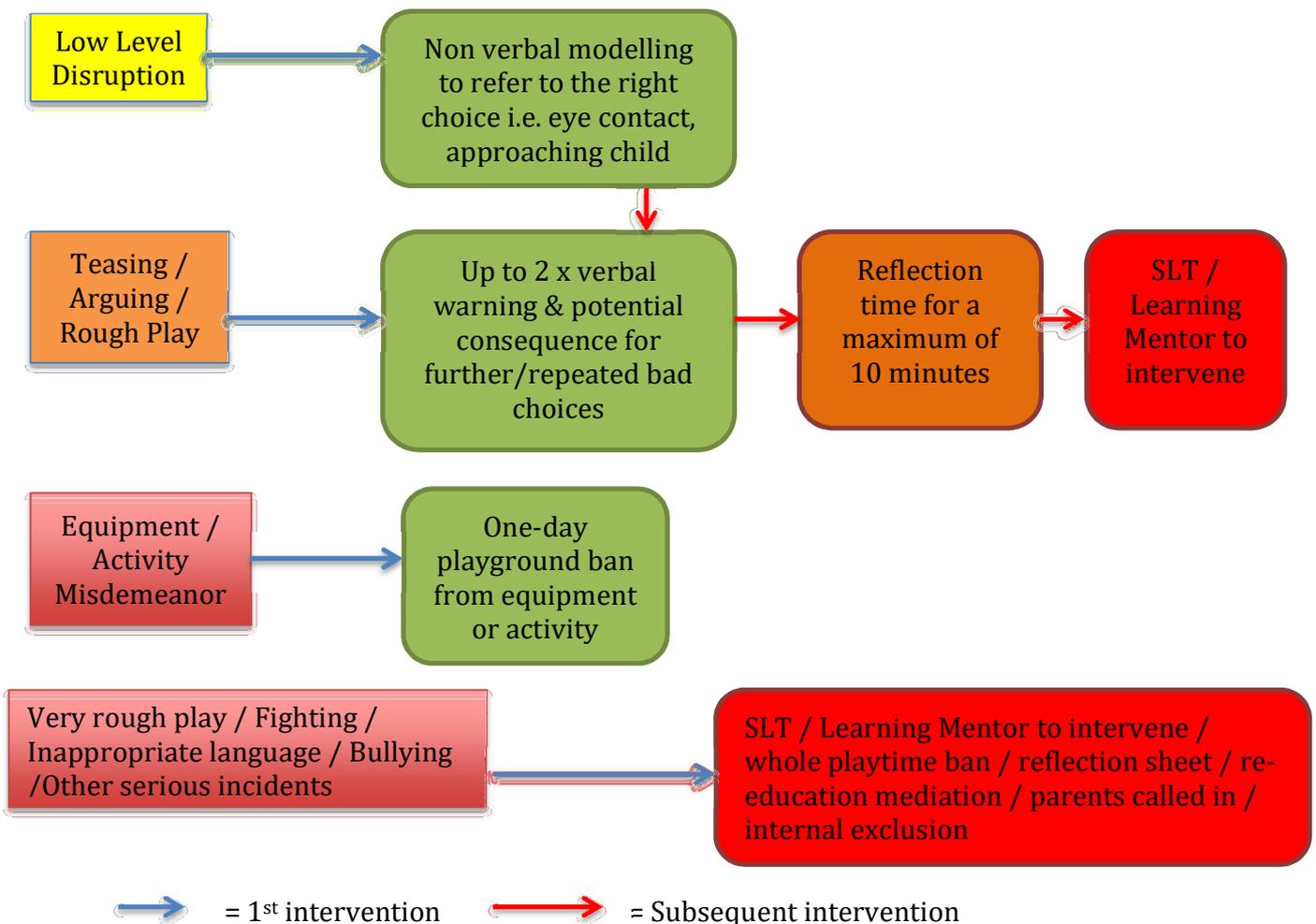
Learning Lights classroom management system



Staff Responses to Challenging Behaviour

At St. Andrew's we endeavor to have a consistent approach to negative behaviour, where each adult responds in a calm, measured way and the children can expect the same protocols to be followed by every adult. Our first response to negative behaviour is ALWAYS to **praise** the children who are making good choices in order to incentivise and encourage those children who are finding good choices more difficult to make. If this is unsuccessful, the flowchart above describes the range of classroom interventions used in response to incidents of negative or disruptive behaviour whilst the flowchart below describes the interventions used by playground staff.

Playground Sanction Flow Chart



Whole School Support Systems

In order to ensure that our school maintains high standards of work and behaviour, we will adopt the following systems and procedures:

- Ensure that daily reminders of caring, sharing and tolerance are given to the children through the general ethos and management of the school.
- Ensure that clear systems are in place for children with social, mental and emotional health needs
- Publish specific children's behaviour targets and share with all members of staff.
- Ensure that supply teachers and part-time staff have clear guidance on whole school behaviour management systems.
- Provide induction at the beginning of each academic year/term when expectations of behaviour (and self-management within a whole school/class context) are established and negotiated.
- Ensure there is a paired class support system for teachers and children, when children are excluded from their own class for misbehaviour

Exclusion

For very serious misbehaviour the Headteacher has the right to exclude children from the school. In extreme situations in the absence of the Headteacher this may be exercised by the Assistant or the Deputy Headteacher. The process is complex and the school will follow the Local Authority advice in this matter.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as parental separation that might affect a child's behaviour at school.

Below is a table of actions that may result in a fixed term or permanent exclusion (this list is not exhaustive and does not exclude any incident deemed serious enough by the Senior Leadership Team to warrant an exclusion)

Action	Including
Physical assault against pupil	<ul style="list-style-type: none">• fighting• violent behaviour• wounding
Physical assault against adult	<ul style="list-style-type: none">• violent behaviour• wounding
Verbal abuse/threatening behaviour against pupil	<ul style="list-style-type: none">• threatened violence• aggressive behaviour• homophobic abuse and harassment• carrying an offensive weapon

Verbal abuse/threatening behaviour against adult	<ul style="list-style-type: none"> • threatened violence • aggressive behaviour • homophobic abuse and harassment • verbal intimidation • carrying an offensive weapon
Bullying	<ul style="list-style-type: none"> • verbal • physical • homophobic bullying • racist bullying
Racist abuse	<ul style="list-style-type: none"> • racist taunting and harassment • derogatory racist statements • swearing that can be attributed to racist characteristics • racist bullying • racist graffiti
Sexual misconduct	<ul style="list-style-type: none"> • sexual abuse • sexual assault • sexual harassment • lewd behaviour • sexual bullying • sexual graffiti
Drug & Alcohol related	<ul style="list-style-type: none"> • possession of illegal drugs • inappropriate use of prescribed drugs • drug dealing • smoking • alcohol abuse • substance abuse
Damage	<ul style="list-style-type: none"> • damage to school or personal property belonging to any member of the school community: • vandalism • arson • graffiti
Theft	<ul style="list-style-type: none"> • stealing school property • stealing personal property (pupil or adult) • stealing from local shops on a school outing • selling and dealing in stolen property

Outside Agencies

Close links are established with external support agencies, for example the School Support Unit, Educational Welfare Officers, Educational Psychologists, Social Services, the Local Health Authority and Police - and contact is made when appropriate.

Approved by:

Date: January 2015

Next review date: January 2018