

## **STANNE'S PRIMARY SCHOOL DENTON BEHAVIOUR POLICY (1.8)**

### **AIMS**

To encourage a calm, purposeful and happy atmosphere within the school

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

To promote good manners and respect for one another

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement

To make boundaries of acceptable behaviour clear and to ensure safety

To raise awareness about appropriate behaviour

To help pupils, staff and parents have a sense of direction and feeling of common purpose

### **CHILDREN'S RESPONSIBILITIES ARE**

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow the instructions of the school staff
- To take care of property and the environment in, and out, of school
- To co-operate with other children and adults
- To follow the school values/rules
- To bring the appropriate equipment into school each day

### **STAFF RESPONSIBILITIES ARE**

- To treat all children fairly and with respect
- To raise children's self esteem and develop their potential
- To provide challenging, interesting and relevant learning opportunities
- To create a welcoming and safe environment emotionally
- To create an attractive and stimulating working environment
- To use rules and sanctions clearly and consistently
- To be a good role model
- To foster good relationships with parents
- To recognise, and respond to, the needs of the children
- To provide a broad, balanced, relevant and differentiated curriculum
- To encourage the children to do their best at all times
- To record details of significant behaviour/incidents in the inclusion folder

### **PARENTS/CARERS RESPONSIBILITIES ARE**

- To make sure their child attends school and inform the school by 9.20am on each day of absence
- To make sure their child arrives at school on time
- To make sure their child is collected on time at the close of the school day

- To make sure the correct equipment is brought into school each day eg PE kit
- To support the wearing of school uniform
- To encourage independence and self-discipline
- To show an interest in what their child does in school
- To encourage their child to be proud of school awards
- To foster good relationships with the school
- To support the school's behaviour and anti-bullying policies
- To be aware of the school rules and expectations
- To be a good role model
- To promote good manners and respect for one another
- To support school events

#### **GOVERNORS' RESPONSIBILITIES ARE**

- To monitor school policy
- To be a good role model

#### **WHAT THE SCHOOL DOES TO ENCOURAGE GOOD BEHAVIOUR**

- We make clear our expectations of good behaviour
- We praise good behaviour both privately and publicly
- We encourage children to take responsibility for their own action and behaviour and assess this through the 'Assertive Mentoring' scheme
- We provide an appropriate level of challenge of tasks
- We provide meaningful tasks
- We provide positive feedback and give one-to-one feedback in termly mentor meetings
- We develop the children's self-esteem and confidence
- We make the pupils feel valued
- We provide regular circle time sessions
- We promote collaborative learning
- We promote good manners and respect for one another, working towards the 'Rights Respecting School Silver Award'

#### **WHAT THE SCHOOL DOES IF A CHILD MISBEHAVES**

- We ask him/her to stop misbehaving
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour
- We impose school sanctions eg Reflection time/ loss of playtime

The school adopts a zero tolerance approach towards ANY physical assault on a member of staff by any child from Reception to Year 6. Such behaviour will result in a fixed-term exclusion as a minimum and be referred to the Governing Body Pupil Discipline Committee if repeated incidents occur.

## **SCHOOL VALUES**

At St Anne's we have a supportive ethos to ensure pupils are well behaved, hardworking, friendly and kind. These are the seven areas of learning behaviours we feel will 'Empower learners' to achieve.

- Be Responsible
- Be Motivated
- Be Curious
- Be Reflective
- Be Independent
- Be a team player
- Be Respectful

These are displayed in the classroom and used to encourage appropriate behaviour.

## **BEHAVIOUR FOR SCHOOL VISITS, EXTRA CURRICULAR ACTIVITIES, SPORTS FIXTURES ETC**

We expect the same high standard of behaviour for all activities, including those off site.

## **REWARDS AND SANCTIONS**

Throughout the school, children are awarded "points" as a reward for effort, behaviour, progress and achievement. All staff may award them as appropriate. The children collect the points on 'Class Dojo' an online resource.

Points are awarded as follows:

- 1 or 2 for a specific piece of work
- up to 5 for completion of a project or story in addition to 'ongoing' points
- 1 or 2 for behaviour/using initiative etc.

### **1 House System**

A house system is in operation for children in Key Stage 2 (Years 3-6). Each member of the house with the most "points" is presented with a special prize at the end of the year.

## 2 **Certificates**

In Key Stage 2 (Years 3-6) “points” are used on an individual basis as well as in the house system. Children are presented with certificates when they have received the required number of “points”.

- 50 points - bronze certificate
- 100 points - silver certificate
- 150 points - gold certificate
- 200 points - super gold certificate

Headteacher certificates and a medal are presented at the end of the school year to children who have received a super gold certificate plus at least a further 50 “points”.

## 3 **Foundation Stage (R) and Key Stage 1 (Years 1 and 2)**

Foundation Stage and Key Stage 1 children receive “points” using the same criteria as KS2. Certificates are presented as for KS2 when the children have received the required number of “points”.

## 4 **Headteacher Stickers**

Headteacher award stickers are awarded to children for a particularly good piece of work/behaviour etc.

## 5 **Verbal praise/facial expressions**

We use verbal praise and appropriate facial expressions to reward and reinforce acceptable behaviour.

## 6 **Stickers**

Stickers are used as appropriate.

## 7 **Classroom behaviour merits**

Children who behave very well in the classroom are awarded classroom behaviour merits on a weekly basis. These merits are collected to gain reward activities at the end of every half term.

We operate a ‘Beehive’ system throughout the school, from Reception to Year 6. The largest section is the Beehive and all children start here. If there is a problem with a child’s behaviour, they are given a verbal warning and go onto Yellow. If he/she has to be spoken to a second time his/her name is moved onto Red and they lose their merit stamp for that week. If he/she has to be spoken to a third time, his/her name is moved onto Black. Children who move to Black are referred to the headteacher. Each referral counts as ‘Reflection time’ or ‘detention’. The children have a fresh start for each school day. All children who do not move beyond Yellow, receive a merit stamp on Friday. Parents are asked to support their children by encouraging them to be proud of these rewards.

In the event of a severe incident; eg fighting, the child’s name goes onto the Red 1 section without a warning.

If a child receives a ‘detention’ it means that his/her behaviour has been unacceptable. Across all classes, at the end of each week children who have

been given 'detentions' for inappropriate classroom behaviour will be given a letter to take home to parents. Parents of any children who persistently receive classroom behaviour 'detentions' are asked to make an appointment with the class teacher and/or headteacher to discuss their child's behaviour.

Management of corporate behaviour is at the discretion of the class teacher with support from the headteacher as appropriate.

Children are not excluded from curriculum activities such as PE or Art as a sanction.

Exclusion from curriculum areas is only used when the child's safety, or the safety of his/her peers is cause for concern.

**8 Star of the Week**

Star of the week awards are given in each class for work and behaviour. A child cannot be star of the week if he/she has not achieved a classroom behaviour merit stamp. Trophies are presented which the children can take home for the weekend. The 'Star of the Week' has his/her name entered on to a class roll of honour.

**9 Class of the Week**

At the end of each session, children choose whether their learning behaviour was green, amber or red. There are 4 sessions for each day. The colours are recorded on a chart for the half term. At the end of each week teachers add up the scores. Green is 2 points and yellow earns 1 point. The class with the most points at the end of each week earns 20 minutes extra playtime. At the end of each half-term, the class with the highest number of points earns an hour long treat of their choice.

Circle Time, where there are opportunities to discuss issues relating to behaviour, is carried out regularly (most weeks) in each class as part of PSHCE.

**ROLE OF HEADTEACHER:**

The headteacher is involved

- For support
- When children are persistently not on task
- When a child's behaviour is persistently inappropriate
- In exceptional circumstances, eg. a particular incident or a child out of control
- Supervision of lunchtime detentions

**BULLYING**

The school has a separate anti-bullying policy.

**EXCLUSIONS**

Exclusions from school are only used as a last resort and in exceptional circumstances. The school follows the guidelines of the Local Authority (LA).

**RESTRAINING CHILDREN**

The school follows the guidance of the DFE as outlined in Section 93 of the Education and Inspections Act 2006. In addition, two senior staff have been trained in Team Teach which uses positive strategies to de-escalate, defuse and divert situations as needed. It includes positive handling in order to prevent violence and reduce the risk of injury to pupils and staff. To maintain up to date Team Teach qualifications (which include insurance) refresher training will be completed 2 yearly.

The school has a separate physical intervention policy.

#### **HOME-SCHOOL AGREEMENTS**

A home-school agreement is in place.

#### **LOOKED AFTER CHILDREN**

The school has a separate looked after children policy.

#### **INCLUSION**

The school has a separate inclusion policy.