

Behaviour Policy



'Learning Through Faith'

Newchurch St Mary's CE Primary Academy

Document Purpose

The purpose of this document is to set out the ways in which the school community should co-operate in their efforts to promote progress and attainment in learning, and promote good behaviour in the school by rewarding those children who consistently uphold the standards and values and of the school.

Through the Fruits of the Spirit we aim to:

- to encourage a calm purposeful atmosphere within the school;
- to foster positive, caring attitudes towards everyone where achievements at all levels are acknowledge and valued;
- 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, parents and visitors have a sense of direction and feeling of common purpose.

We believe:

- the use of positive strategies to increase desirable behaviours is essential. Systems for rewarding good behaviour and work are celebrated in all areas of the school community;
- children's behaviour is underpinned by the stage they have reached in their social and emotional development. Most childhood inappropriate behaviours reflect the developmental stage that the child is at, e.g. a Year 6 child could still be working within the developmental stage of a Reception child and need relevant teaching;
- instances of inappropriate behaviour should be viewed as 'teachable moments';
- it is important to learn to recognise and manage emotions as this can assist learning and help to improve standards. Our curriculum is appropriately differentiated to meet the needs of our children. Effective teaching and engaging lessons promote desired behaviours;
- all staff need to model appropriate behaviour and manage their own emotional responses appropriately;
- working positively in partnership with parents and carers can impact significantly on the child's behaviour.

Responsibilities

a) Children

- to work to the best of their abilities and allow others to do the same;
- to treat others with respect;
- to obey the instructions of the school staff;
- to take care of property and the environment in and around the school;
- to co-operate with other children and adults.

b) Staff

- to treat all children fairly and with respect;
- to raise children's self-esteem to develop their full potential;
- to create a safe and pleasant environment, physically and emotionally;
- to use rules and sanctions clearly and consistently;
- to be a good role model;
- to form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- to recognise that each is an individual and to be aware of their needs;
- to offer a framework for good manners and life skills within their social education.

c) Parents

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their child does in school;
- to foster good relationships with the school;
- to support the school with the implementation of this policy;
- to be aware of the school, rules and expectations;
- to offer a framework for good manners and life skills within their social education.

Rewards

To encourage positive behaviour and attitude by reward, we operate an individual and also a team based system. The school is divided into four houses. These are taken from the Houses in Harry Potter.

Ravenclaw - blue
Gryffindor - red

Slytherin - green
Hufflepuff - yellow

Whenever possible, teams will be equal in their composition, (boys and girls, also in their overall numbers). Each day, class teachers will give team points to those children considered to be doing their best to uphold the values and standards of the school in their work, be it written, oral or other finished product. Team points will be awarded for effort as well as attainment. They will be given to children who support the school through positive attitude and commitment. Behaviour within the classroom, politeness, kindness and helpfulness will also be rewarded. Classroom charts to record weekly tallies will be on display in all classes.

House Captains are elected from Year Six by other members of their teams. They will be sent around the school on Thursday lunchtimes to collect the points awarded the previous week. The Celebration Assembly on Friday afternoon will inform the children of their team's progress. Children will work towards their personal targets - 250 points will gain them a bronze medal, 500 points a silver medal and 750 points a gold medal. The number of points required to gain these awards is adjusted down for children in Reception Class. Medals and certificates will be presented by House Captains during Friday assemblies.

At the end of each half term there will be a whole school assembly to reward the team with most points. They will be awarded the House Cup and given an extra playtime.

Each week, class teachers will nominate a Star of the Week, a child that the teacher wishes to reward for a particular positive quality or talent. Names will be announced at the Friday afternoon Celebration Assembly and the certificate and star presented. Badges are worn for one week then returned to the class teacher.

Good behaviour will be rewarded each week by having a Golden Time during the last sessions of each Friday afternoon. All children who have behaved appropriately throughout the week will be allowed to take part in a reward activity of their choice.

Sanctions

Adults manage children's behaviour primarily through positive reinforcement. However, if children do not respond in a positive way to encouragement and reward, sanctions are introduced.

High standards of behaviour are expected of pupils at all times in our school. If children do not fulfil their responsibilities, as described on page 1 of this policy, the following system of sanctions are followed:

Level 1 Sanction

Stage 1

Each classroom will have a behaviour board in the design of traffic lights, each child's name is displayed in the green light, along with the Fruits of the Spirit. If a child continues to behave inappropriately his/her name will be placed in the amber light and be asked to consider 'What would God do?' This means they have received their first warning. The child will then miss 5 minutes off the next playtime.

Stage 2

If the child continues to behave inappropriately, their name will be placed in the red light and will be asked 'What advice would God give you?' They will miss 10 minutes off their next playtime.

Stage 3

Further inappropriate behaviour will result in the child missing a full lunchtime and Golden Time; their parents will be informed by the headteacher.

Level 2 Sanction

If two Golden Times are missed by the same child during one half-term, parents will be asked to come into school to discuss the matter. Following this discussion, the child's behaviour and attitude will be observed for a period of two weeks. Adults will use an ABC Chart (Activity, Behaviour, Consequences) to record behaviour patterns. Feedback will be provided to parents and child, and appropriate action taken in response to any patterns observed.

Level 3 Sanction

Failure to comply or respond to the above measures will mean that parents will be requested to come into school to discuss their child's behaviour further and have the next stages

explained to them. A Behaviour Plan will be formulated in consultation with parents, the class teacher, Special Educational Needs Co-ordinator and the child. When appropriate, the advice of outside agencies or consultants will be sought.

Level 4 Sanction

A fixed-term exclusion of up to 5 days will be issued after consultation with the Governing Body and the Local Authority's Pupil Access Team. Parents have the right of appeal to the Governing Body against any decision to exclude.

Level 5 Sanction

Should it be necessary, this will be followed by further **fixed-term exclusion** of up to 5 days. Fixed-term exclusions may be issued for any of the following:-

- none of the above measures being successful
- an incident of extreme danger or violence
- a child who is defiant towards a teacher, deliberately undermining their authority.

If an incident occurs that is deemed serious enough, a fixed-term exclusion may be issued immediately, without proceeding through the other stages outlined above.

If exclusions total 45 days within any academic year, a child can be permanently excluded from the school.

If there is no noticeable improvement in a child's behaviour following the return from any fixed-term exclusion, advice can be sought from the PRU (Pupil Referral Unit). Information on a pupil's behaviour will be collected by staff, with a view to the pupil being withdrawn for two terms to a tutorial centre. Information will include records in our Behaviour Record Book, a daily diary and playtime or lunchtime records.

Recording

The Headteacher will record all incidents at the first three stages of the sanctions system in a behaviour log. The Headteacher will record all incidents from stage four and beyond.

Monitoring and Evaluating

The Behaviour Policy will be monitored by the Governors, through the Standards Committee, on a termly basis.

The Senior Leadership Team will monitor the day to day implementation of the policy and assess its effectiveness. Policy reviews will be at least annual.

Resources and Storage

Our School Family display in the reception area will display who has the honour of being the Wizard of the Week. The House Cup is on display in the hall.

Mrs Taylor will oversee the gathering of house points and will organise the presentation of the house ties.

**Reviewed by the
Governing Body,
February 2023. To be
reviewed February 2025**