Behaviour Policy



St. Andrew’s Primary School

Jenkins Street, Newport

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Tel: 01633 257261

Approved by........................................................................................ Headteacher

Approved by .............................................................................. Chairman of Governors

 Date ……………………………………………………………

**ST. ANDREW’S PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

Promoting good behaviour in St. Andrew’s Primary School has a very high priority. We endeavour to create a warm, caring, safe atmosphere where children are valued and encouraged to care for each other and for their school. Respect for, and politeness towards staff, visitors and children is of prime importance. It is the responsibility of all staff, governors, children and parents to ensure that the school guidelines and code of conduct are followed.

**Conduct Code:**

This code is an attempt to stimulate thinking, provide a framework and suggest some strategies for adults to use when dealing with behavioural difficulties. Hopefully it will help in the prevention of confrontational situations between adult and child, which are unhelpful and serve no purpose. These strategies will require skill and perseverance but have the potential for creating a positive learning environment. An environment conducive to learning is one where:

* people are courteous, especially the adults;
* communication is practised not preached;
* reasonable rules are applied, that everybody agree on, because they are beneficial to the individual and the group, rules in which everyone has a democratic stake because all concerned have had a say in making and drawing them up;
* everyone actively supports and participates in an approach to discipline that teaches self-responsibility.

# Assertive Discipline

Assertive discipline is the underwritten policy in governing behaviour in St. Andrew’s Primary School. We define an assertive teacher as “one who clearly and firmly communicates their expectations to their students, and is prepared to reinforce his/her words with appropriate actions. He/she responds to students in a manner that maximises his/her potential to get his/her own needs to teach met, but in no way violates that best interest of the student.

Assertive teachers communicate their influences by sending a very clear message to their students. By this commitment, an assertive teacher is empowered to reach his or her own professional goals, and in so doing to meet the needs of students. It is a way of encouraging our children to take responsibility for their own behaviour. It provides an opportunity for children to change their behaviour if they choose to do so. Assertive Discipline assumes a partnership between staff, pupils and parents in the management of behaviour.

# Objectives are to:

* encourage children to behave appropriately;
* increase children’s self-esteem;
* dramatically reduce problem behaviour;
* create a positive classroom climate for teachers and children;
* create a consistent approach that establishes set boundaries and expectations throughout the school;
* empower an approach which teaches good behaviour and establishes positive relationships with children;
* treats all children equally.

In creating a learning environment, the staff at St. Andrew’s Primary School aim to:

1. provide a secure, caring and stimulating environment in which children can thrive and develop and reach the highest standards of personal achievement;
2. establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour;
3. teach children to consistently follow rules and directions throughout the school day and year.
4. promote positive behaviour and encourage the children to take responsibility for their own learning;
5. establish a series of rewards and sanctions to accompany a common classroom plan;
6. ask for assistance from parents and other agencies when support is needed;
7. ensure the Assertive Discipline is used by all members of the staff including support staff and dinner ladies in a common approach.

# Classroom Discipline Plan – Golden Rules

Rules for each classroom have been decided upon by the process of sharing, discussing and negotiation. These rules are displayed in each classroom and are discussed and reviewed at the beginning and throughout each school year. They are a teaching tool which needs to be constantly reinforced and highlighted. The agreed rules, rewards and consequences need to be regularly revised with the children and the use of rewards and consequences made clear to them. Circle time sessions are timetabled to be carried out once a week. They provide the ideal opportunity to encourage the personal development of children.

# Our Classroom Behaviour Plan Rules

We show respect for one another by:

1. Doing our work and trying our best at all times.
2. Following instructions first time;
3. Keeping hands, feet, objects and unkind words to ourselves;
4. Listening to the chosen speaker;
5. Walking sensibly and quietly throughout the school.

# Rewards offered to reinforce good behaviour

1. Smile/thumbs
2. Praise/show good work/sticker
3. Dojo
4. Class Reward/prize box
5. Superstar award
6. Headteacher’s Award

# Disincentives to Negative Behaviour

If a child breaks any of the Golden Rules there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important at all times to criticise the behaviour and not the child. As with the incentives, there will be different levels.

# Consequences

# The look

1. Positive reminder of the rules
2. Time out/moved within the classroom
3. Moved to another classroom
4. Loss of playtime
5. Sent to a Senior member of staff

**Reflective Time Out**

St. Andrew’s Primary School provides opportunities for pupils to reflect on inappropriate behaviours.

If a child is sent to reflective time out, the class teacher needs to use the reflective time out form to complete a brief outline of the child’s behaviour on reflective time out form signed by the teacher. This needs to be taken by the child and given to the member of management taking reflective time out. If the incident is serious (violent), then an incident report must be filled in and sent to the ALNCo no later than a day after the incident.

**Severe clause**

**In circumstances of extreme, severe inappropriate behaviour a child should be sent to get the senior member of staff on duty or the ALNCo.**

 **Severe clause criteria:**

* + Wilfully hurts another child.
	+ Wilfully destroys property.
	+ Wilfully swears or uses abusive language against one of the protected characteristics towards others.
	+ Overtly refuses to do what he / she is told.
	+ Throwing stones or other items with intent to hurt / cause damage.

The consequence for the above behaviour is straight to **REFLECTIVE TIME OUT**.

In extreme cases of violent aggressive behaviour towards others / property or persistent refusal to keep the school rules a child will be liable to be excluded for a set number of days.

**Reflective Time Out**

In Reflective Time Out, children will write a ‘Think Sheet’ reflecting on their inappropriate behaviour. Senior Managers will chat to children ensuring that as they fill in the sheet they understand why their behaviour was inappropriate / what they could do to change their behaviour next time.

# Consequences of attending Reflective Time Out

* If a child attends Reflective Time Out 3 times in one term, parents will be notified formally by the ALNCo (via a letter through the post) outlining concerns regarding the child’s persistent breaking of the rules.
* Pupils who attend Reflective Time Out 4 times in a term will have their parents contacted by the ALNCo and a parent meeting will be held. During this meeting, parents will be informed of the inappropriate behaviours of their child and asked to support the school in discussing with their child ways in which they can improve their behaviour so that they do not attend reflective time out again.
* Pupils who attend Reflective Time Out 5 times in a term will have their parents contacted by the head teacher and their ILP targets /strategies re-looked at.
* If a pupil continues to cause the severe behavioural problems described above, parents will be invited to school and a Pastoral Support Programme with targets and strategies to support the child will be developed with the help of the Behaviour Support Service (BSS) / Inclusion Team.

**Responsibility for implementing and monitoring the effectiveness of this policy**

This policy is implemented and will be monitored by the Headteacher, Senior Management Team and Governors of the school. It is intended to provide a framework for developing a happy, caring environment which is safe and secure and in which all children are valued and enabled to develop as caring responsible people. It is written in consultation and partnership with all involved with the children in this school.

This behaviour policy will be reviewed in September 2024.

ALNCo…………………………………………………………

Headteacher ……………………………………………………

Chair of Governors……………………………………………..