



St. Martin's Primary School Behaviour Policy

Principles

At St. Martin's Primary School we recognize the importance of a positive approach to the behaviour of pupils in school. We believe that good behaviour and high self-esteem are significant factors in helping children to succeed and in raising academic standards. The essence of good behaviour is consideration and respect for others and the environment. The mission statement of the school is 'Progress through Praise'.

Guidance

Our school rules underpin the ethos of school; they apply to all parts of the school and reflect the law of the wider community. We also have safety routines. Both are extremely important for the smooth running of the school and the safety of everyone who works here.

The school rules are the Golden Rules:

Do be gentle

Don't hurt anyone

Do be kind and helpful

Don't hurt people's feelings

Do work hard

Don't waste time

Do look after property

Don't waste or damage things

Do listen to people

Don't interrupt

Do be honest

Don't cover up the truth

They are modified for the playground to become:

Do play well with others

Don't spoil others' games

Do care for your playground

Don't damage things

Do keep to the playground safety rules

Don't break the playground safety rules

The Golden Rules are sent home for parents to acknowledge that they have read them.

All adults in the school community use the same rules.

The rules are taught in collective worship, circle time sessions and are displayed throughout the school. Classes may add their own ideas to the rules.

Incentives

The reward systems in school are structured to reinforce the Golden Rules and stickers, certificates or house points are awarded for effort in school work and good behaviour.

Foundation Stage and Key Stage One

Pupils have individual targets displayed in the classroom. Children who achieve these targets on three occasions receive a sticker or in YR, a certificate.

Good work certificates are also awarded and presented in assembly on a weekly basis.

Key Stage Two

Pupils receive house points for keeping the Golden Rules. They receive their completed 10, 20 and 30 House point card from their class teacher in Registration or Golden time on a Friday. Pupils who have completed their 40th card are presented their card and a raffle ticket to be drawn for a prize in a celebration assembly. Their names are also placed on the 'Achievements' board. Pupils start each term with a new 10th House point card (different colour for each term).

Celebration assemblies take place on a Monday (or Thursday for KS1), where swimming badges, individual achievements, certificates and House point cards (including the raffle prizes) are presented.

All adults in the school are able to reward good behaviour e.g. dinner supervisors, support staff and caretakers.

Celebrations of success are an important feature of the policy. All pupils who have managed to keep the rules for the week take part in 'Golden Time', e.g. PE, listening to music, watch a video, read, and play educational games. Pupils can also be sent to the Headteacher for good work and a letter or certificate can be awarded if a child has not lost any 'Golden Time'.

Each class or year group decides on the activity that it will undertake during 'Golden Time'. This might be an individual, small or large group, in the classroom, the hall or outside.

Sanctions

The sanction system in the school is also linked to 'Golden Time' and is based upon pupils losing 'Golden Time' if they misbehave. After a verbal warning, if they continue to break a rule a visual warning is placed beside them (yellow warning card), at the same they are told which rule they are breaking. If they choose to break the same rule or another rule whilst they are on a warning they lose five minutes of 'Golden Time'.

Children on the brink of losing all their 'Golden Time' can be offered the chance to earn back the time by agreement with their teacher.

A record is kept of children who lose Golden Time because they have broken the Golden Rules.

Children who are aggressive, use bad language, bully, hit or threaten others in the playground will lose lunch time or break time for an agreed length of time. If this behaviour continues after the initial exclusion, the child will be told to go home for lunch after his / her parents have been notified. Refer to the School's anti-bullying policy for advice and procedures on children that are involved in bullying incidents.

Pupils who are shy or withdrawn may be given playground 'buddies', these are responsible Year 6 pupils who encourage them to play and socialise at break times.

Pupils who cannot behave responsibly at school may not be allowed to go on organised visits, trips or attend when Theatre groups / Musicians visit the school.

Children who continually / consecutively break the rules are spoken to by the Head or Deputy Headteacher, who will decide whether parents should be notified / invited into the school at the time.

A yellow report card initiated by the class teacher (in discussion with the Head teacher / Deputy Head teacher) can help a child become more responsible in/out of the classroom. This will be monitored on a daily basis. The card will be completed by the teacher for each of the day's activities and sent home for parents to see and sign.

Children who do not respond to previous strategies and continually give cause for concern should be referred to the SENCO who in consultation with the Head teacher will further refer them to the appropriate external agency. This will necessitate filling in a referral form and gaining parental consent.

Children Beyond

'Children Beyond' is used to refer to pupils who are beyond being able to respond to or benefit from the normal proactive motivational procedures which apply to other pupils.

They are the responsibility of the whole school and group meetings should be used to determine appropriate strategies to support class teachers.

Conferences on the child will be organised involving parents, Headteacher, SENCO, class teacher, Educational Psychologist and staff from other agencies working with the child.

It is vital to find ways to give these pupils back a sense of self-worth, a sense of control over their own behaviour and actions by providing a positive image in a guaranteed success policy such as Tiny Achievable Targets (TATs).

These pupils need the opportunity to modify their own behaviour, to practise social skills and to develop alternative positive ways of behaving.

Containment

Containment is implemented when nothing else works. At this stage we may be dealing with pupils who may have deep psychological, social or emotional problems.

The reality of teaching is that it is not possible to meet the needs of every pupil and by this stage it is no longer acceptable to keep teachers and other pupils vulnerable to this level of disruption. It has become more important to 'contain' the disruptive pupil so that the class is not endangered by the threat of eruption. Such pupils will be supported by external agencies with regular reviews of progress made.

Working with Parents

Parents will be made aware of the school's behaviour policy. They will be informed by certificate of their child's positive attitude towards the school rules. They may also be invited to discuss their child's negative attitude towards the school rules with their child's class teacher or the Head/Deputy Head Teacher.

Review and Monitoring

This policy will be reviewed by the Deputy Head teacher in consultation with other staff as appropriate if changes occur or at a frequency of not less than every two years.

C. Judd 2008

Whole School Agreed Routines

In / Out of the Classroom

- Children to come in quietly, sit down and work, read, etc.
- Children should be dismissed in an orderly way – stand, chairs in, tidy room, quiet, and then leave in an orderly manner.
- Keep the classroom and trays tidy.
- Suggest classroom monitors, children to know where things are and have access.
- Teachers to supervise pupils as they enter and exit the school corridors

Classroom Etiquette

- Display Golden Rules – encourage politeness, right to be able to work, etc.

Corridors

- Keep to the side in single file; be aware of others.
- Make way for adults / staff.
- ‘Shepherd’ children to and from activities and assemblies in the hall.
- Encourage pupils to walk slowly around blind corners.

Doors

- Adults first, hold the door open, wait for others.
- Pupils to use doors of their year group area.

Assembly

- Enter and leave calmly, be quiet.

Politeness

- Use good manners, bad language is unacceptable.

Car Park

- Children should walk through the entrance to the car park following the footpath close to the grass bank, and enter the playground through the pedestrian gate.
- The car park is not an area for play.

Playground

- Safeguard quiet area
- Children can use the fields when the teachers on duty consider the ground dry.
- Children must not climb the fences, banks or trees.
- Only specified classes to use the upper junior apparatus and all weather pitch each day.
- Dangerous, anti-social or 'gang' games are to be discouraged.
- Pupils who cause problems at lunchtime in the playground or field will be warned and a letter sent home. If behaviour does not improve then the pupil will be excluded from staying at school for lunch. Heads of department will keep a record of complaints from lunch duty staff.
- Pupils who go home for lunch should not return before 12.50 (juniors); 1.05 (infants).
- An area of the playground / field within view of the teachers on duty (eg chess area – Juniors) is set aside for pupils who annoy others for 'time out' during lunch and play times.
- Whistle to go at 12.55 to warn juniors who may wish to use the toilet or have a drink before the bell. All ball games, activities on the all weather pitch and apparatus must stop promptly when the bell goes.
- Senior team to patrol corridors / playground as often as possible.
- No ball games on a Wednesday break time.

Ensuring Child Safety through Supervision

Children should enter / exit the classroom in an orderly manner, leaving the room tidy after each session.

Up to two children may be left in a main building classroom at break time providing that:

They are no danger to themselves or others.

They are finishing off work.

Parents have requested they stay in after illness.

Their teacher writes their names on the board.

A member of staff is patrolling within the building.

More than two children, or children with behaviour problems should be under the direct supervision of their class teacher.

Reviewed November 2008