

St. Martin's Primary School Behaviour Policy

Principles

At St. Martin's Primary School we recognise 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 learn and develop. The essence of good behaviour is consideration and respect for others and the environment.

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:

We are gentle

We don't hurt anyone

We are kind and helpful

We don't hurt people's feelings

We work hard

We don't waste time

We look after property

We don't waste or damage things

We listen to people

We don't interrupt

We are honest

We don't cover up the truth

They are modified for the playground to become:

We play well with others

We don't spoil others' games

We care for our playground

We don't damage things

We keep to the playground safety rules

**We don't break the playground safety
rules**

The Golden Rules are sent home for parents/carers 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.

Please see play ground policy for detailed rules and routines.

Incentives

We aim to motivate children through meaningful encouragement and praise. We wish to foster children's feeling of well being and enjoyment of learning. We seek to avoid over use of praise and ensure that the children are fully aware of why they have done well. *Please see policy on learning and teaching 'responding to children's learning'.*

Principles of our reward system:

- Reward children for performing a task to a specific standard or effort rather than just completing it
- Use unexpected rewards as bonuses for particularly impressive performances
- Make sure any reward is clearly linked to improved work or behaviour
- Encourage reflection – ask the child why it is they are being rewarded
- Verbally encourage more than reward
- Praise children in a way that encourages them to reflect on their motivation

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

House points and stickers should not be used as a grading system for completed learning activities, but should recognise effort or response to teacher comments or targets.

Celebrations of success are an important feature of the policy. Opportunities to celebrate effort and achievement take place regularly in assemblies, where swimming badges, individual achievements, certificates and House point cards are presented.

Pupils can also be sent to the Headteacher for good work or behaviour. However all adults in the school are able to reward children e.g. previous teacher, lunch time supervisors and support staff.

- *Golden Time*

All pupils who have managed to keep the rules take part in 'Golden Time'. This could include activities such as 'free flow', parachute time, cooking or extra swimming time. It is important that the children are included in deciding the nature of the activity and this should be for at least 20 minutes each week. Older year groups may like to save up Golden Time for a longer period of time.

- *Informing parents/carers*

E-mails home or informal chats after school are an effective way to reward children for good progress or behaviour. Parents highly value hearing about successes and we endeavour to keep them well informed. It may also be appropriate to send a photocopy of piece of work displaying good progress home with a comment or certificate.

- *Stickers, certificates and house points*

Foundation Stage and Key Stage One

Children may receive stickers or certificates for good behaviour, learning progress or social skills such as good manners or being considerate.

In KS1 children complete sticker books which are taken to the headteacher when completed.

Key stage two

Pupils receive house points for:

Good behaviour and keeping the ‘Golden Rules’

Effort in learning activities

Acting on verbal or written feedback

Pupils start each term with a new 10th House Point card (different colour for each term) then go on to complete a 20th, 30th and 40th card. Pupils record on the card the specific reason they have been awarded a House Point eg: opening the door for Mrs Smith. Class time should be set aside for completion of House Points eg during registration time. Once children have completed their 40th House Point card their name is entered into a raffle for a prize drawn each Tuesday assembly.

- *Golden rules certificates*

KS 2 children who have kept the Golden Rules receive a Bronze, Silver and Gold certificate successively at the end of each term. If they have lost Golden Time, the class teacher may negotiate targets with the individual to motivate them or alternatively they may implement a ‘3 strikes and you are out’ system, depending on individual need.

- *Star badges*

If a child in KS 2 has kept the Golden rules and earned over 300 house point (or 100 each term) they receive a bronze, silver, gold or special star badge successively at the end each year.

Sanctions

Unacceptable behaviour should be dealt with promptly. It is vital that the children understand what it is they have done wrong, how it has hurt others and the consequences of their actions. Parents/carers should be kept informed. Please refer to the School’s anti-bullying policy for advice and procedures on children that are involved in bullying incidents. Time should be given to talk over the incident with the child so that they can reflect on their actions. Incidents should be logged in year group lunchtime incident books, more serious incidents should be referred to the senior team and logged formally.

- *Loss of ‘Golden time’*

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 time 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’. Only class teachers should remove ‘Golden Time’ and this sanction should be applied to individuals and not to the whole class

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

- *Loss of playtime*

Children who do not adhere the Golden Rules or to agreed lunch time routines at break time can lose play time. They may also be asked to stand by the member of staff on duty or sit away from others for a period of time. If this behaviour continues at lunch times, the child will be told to go home for lunch after his / her parents have been notified.

- *Feedback chart*

A behaviour feed back sheet initiated by the class teacher (in discussion with a member of the SLT) can help a child focus on agreed behaviour targets. This will be monitored on a daily basis. The card will be completed by the teacher in discussion with the child for each of the day's activities and sent home for parents to see and sign.

- *Putting something back into the school community*

Sometimes it may be appropriate for a child to try and restore or put right something they have done wrong eg aiding the caretaker in cleaning off marks that they have made on a wall. This should be carried out with the knowledge and support of parents.

- *Cooling off period*

If a child is distracting others and not responding to warnings or other sanctions, it may be appropriate to move them away from other children, this should be done only for a short periods.

Where a child's behaviour is very challenging, they should be removed from the class and placed in the care of a senior member of staff.

- *Exclusion*

In extreme cases it may be necessary to exclude a child from school. This can only be done by the Head or Deputy Headteacher and must follow the Education Board's policy on exclusion.

Children with social, emotional and behavioural difficulties (SEBD)

SEBD pupils are children beyond being able to respond to or benefit from the normal school rewards and sanctions. These children should be referred to the SENCO and advice sort from senior members of staff. They may then be referred to the SEBD outreach service. This will necessitate filling in a referral form and gaining parental consent in consultation with the head teacher and SENCO. Through this process, centrally funded support for a child may be requested.

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

SEBD pupils should have appropriate individual behaviour plans (IBPs) to set out clear behaviour targets, strategies and rewards. This should be shared with the child, their parents/carers and all staff who work with the child.

Review and Monitoring

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

Reviewed by whole staff January 2013

Reviewed November 2016

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