



A Policy for Behaviour Management

Introduction

As a Church of England School, St Peter's is built on Christian values and this is reflected in each person in the school being cherished and valued as a unique individual before God, whether child or adult. This means that we treat one another with respect, encourage each other, celebrate achievement and support in difficulty with no discrimination due to gender, religious affiliation, physical or learning ability or sexual orientation. Every child matters. Every parent and carer matters. Every member of staff matters. The mutual care and respect we offer one another is a reflection of our Christian values and the love, care and encouragement that God shares with us every day. To put the needs of others before your own, to learn tolerance, care, compassion, understanding of the needs of one another – this is what helps to build children into confident, emotionally mature and spiritually aware young adults – regardless of their own personal faith tradition. Living with Christian values will not damage a child's own faith, learned and practised within the family – rather by placing God at the heart of the school, the spiritual aspect of life and learning is cherished and encouraged.

Our last Church inspection said the following:

This school has a very strong Christian ethos which permeates every aspect of school life.

This has an extremely positive impact on the children's spiritual, personal and academic development, enabling them to become well behaved, polite and caring individuals. The children know they are valued and special and feel secure and safe.

Our last Ofsted inspection said:

Pupils report that they feel safe in all areas of the school. Pupils are confident that any concern will be taken seriously and dealt with swiftly.

Our school mission statement

Positive

Education for all

Ambitious to achieve through

Christian values, so let's

Enjoy

Philosophy and Aims

We promote desirable behaviour through a positive approach of behaviour management. This is based upon the philosophy of assertive discipline where desirable behaviour is consistently and frequently rewarded through a variety of approaches. This is underpinned by a set of simple, agreed rules and calm, fair consequences for undesirable behaviour. It is important that energy and attention are given to all the positive rewards, whilst at the same time, little attention is given to negative behaviour. Negative behaviour should be dealt with in a non-verbal way, i.e. consequences 1, 2 and 3 are by listing on the board and the use of timers. This approach encourages positive behaviour as children tend to repeat behaviour when they have received attention. It is also important that 'happy' lists are not used as this confuses the approach. Adults make their expectations clear and act as reinforcers. This requires a clear supportive framework and a set of skills on the part of the adult. Assertive discipline helps to create and support a positive ethos in school.

Aims:

- To boost self-esteem and reduce the stress on pupils and staff.
- To promote a positive ethos throughout the school.
- To ensure positive and productive relationships between pupils and staff.
- To provide a framework for managing and reviewing behaviour.

Provision, planning and delivery

Each class begins the year by celebrating each child and their talents. From a team approach, each class has an identity that is related to their reading corner. Y3 parents and children receive our behaviour booklet and letter, as new starters. Y4 -6 receive a reminder letter as well as replacement behaviour booklets as required.

The mascot and star of the week:

The mascot is used in 'star of the week,' a celebration assembly each Friday. During this assembly each class teacher announces their 'star of the week' that comes to the front of the hall. Each 'star' has a card to keep, a photograph taken with the mascot for the 'star' wall and they get to look after their class mascot for one week.

Class names and mascots 2017-2018

3C – Pan's Perfect People

3L – Jungle VIP's

4KR - Hardworking Hobbits

4M – Mad Hatters

5L – Daring Dragons

5W – The Wonderful Wimpy Kids

6B – Adventurous Aliens

6F – Wild things

The class display:

Using the agreed theme a class reward display is put up in each classroom. The adults need to encourage and reward good behaviour as a whole class. Each time the class are good collectively they receive one class point. Ten points get converted on the display until the class has achieved 100 points. Some examples of behaviour to receive a class reward would be:

- Lining up.
- Good class behaviour in collective worship.
- Working as directed for a session.
- Behaving well for new adults.

Some examples of class rewards (for achieving 100 points) would be:

- Extra PE
- A suitable dvd
- Non uniform

N.B. Class rewards must take place in an afternoon only and are democratically voted for by the children.

Individual rewards:

Each pupil has a reward chart, based on 50 points. Any adult can reward any child at any time of day for doing something well in school, e.g. academically or socially. When rewarded they will receive a sticker on their own chart (as well as point for their team). When they have completed their reward chart they visit the Headteacher for a special sticker to celebrate finishing their chart. Children should then take the completed one home to share with their parents and be given a new chart. This system is then further enhanced by sending out a letter to parents and giving out bronze, silver, gold, platinum 'and beyond' star badges to children at key points.

The underpinning structure

Each class has a clear set of consequences which have been shared and agreed and are displayed next to the rules and reinforced regularly. It is important to add that this is within the context of all the positive provision described in this policy. Both pupils and parents have a booklet (or a reminder) outlining our ethos and rules at the beginning of each school year, or when they join the school.

The school rules

- Be kind, respect others and all property.
- Do as you are asked straight away.
- Listen to the person speaking.
- Hands up to speak.
- Tell the truth.

Consequences for rule breaking.

1. Name on board.
2. Time out in the classroom.
3. Time out next door.
4. Go to the Headteacher.
5. School will contact parents.

N.B. If a child is regularly on number 2, or repeatedly arriving at number 3, then the adult in charge can use their professional judgement to 'fast track.' This means informing the pupil that if they continue then they can be fast tracked on the first offence to number 2 and the second offence to number 4. N.B. Number 4 must have the correct information recorded to enable a senior leader to help the pupil reflect. A behaviour reflection sheet may be filled out if deemed necessary.

Adults role

We ensure each child and their families have the correct behaviour booklets (signed for) at the beginning of each academic year. In addition, when a child joins the school mid-year it is important they receive this booklet also.

As adults:

- We create a positive classroom environment. Relationships are key; ensure you timetable some RTime in.
- We keep attention to negative behaviour non-verbal and private wherever possible
- We are consistent with applying this behaviour policy.
- We are specific with praise...."I am so impressed with you because..." (and ask the child to articulate the reason if you can)

- We don't take good behaviour (especially of the quiet and more able ones) for granted.
- We keep track of star of the week etc, everyone should be treated equally but not the same.
- We use the correct format for no.4 (No. 4 from the School Rules) and send to the Head Teacher / Deputy Head Teacher.

N.B. There is also guidance from the Department for Education, see appendix 1

Badge allocation

When a pupil finishes a chart of an odd number, (i.e. 1,3,5,7,9) they will receive a sticker from the Headteacher. When a pupil finishes an even number of charts, (i.e. 2,4,6,8,10). They will receive a metal badge as follows:

2 = bronze; 4 = silver; 6 = gold; 8 = platinum; 10 = green star

Pupil expectations

In order to be child friendly and consistent a pupil booklet has been produced and this is updated annually. Pupil expectations are made clear in this booklet and each child is given this when they join the school. There is a partner 'parent booklet' and letters (appendix 2) which children take home so that parents are also aware of expectations of behaviour. This is supported by our home school agreement.

Policy for anti-bullying

In addition to our positive ethos, as a school we frequently discuss appropriate and inappropriate behaviours through our PSHE curriculum. As part of this curriculum bullying is discussed as well as being addressed when it is raised by any member of the school community. Details of our anti-bullying policy are on our 'anti-bullying leaflet.'

Exceptional circumstances

We are confident from our experience to date that this whole school positive approach to behaviour at St. Peter's ensures a happy and productive atmosphere where all children can reach their full potential. However, sometimes, pupils can exhibit more extreme behaviour. In such cases we will make every attempt to investigate the cause and turn the behaviour around. This will be done with experienced adults including the SENDco and the HLTA who may feel it necessary to put an individual behaviour program in place for the pupil or pupils in question and involve parents regularly. As part of this review the SENDco may deem it necessary to involve outside agencies to help assess the behaviours being exhibited. We will always seek advice and support from Derby City Council on exclusions and follow the current advice on part time timetables, shared placements, restraint of pupils and exclusions. Every attempt will be made to avoid a permanent exclusion of child.

Conclusion

We hope this policy helps you to understand the expectations on you and your child regarding acceptable behaviour within the school. When we each respect the other as unique before God we 'treat our neighbours as ourselves'.

Appendices:

Appendix 1 - Behaviour checklist from the Dfe

Appendix 2 - Letters to parents

Booklets to support this policy:

Pupil booklet

Parent booklet

Lunchtime booklet / code of conduct

Leaflets to support this policy:

Anti-bullying leaflet

British values leaflet

Policies to support this policy:

Pupil restraint policy

Staff code of conduct policy

PSHE Policy

Appendix I

Behaviour checklist for guidance from Dfe Classroom

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

Pupils

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 2 (Year group letters to parents)

Year 3

Dear Parents and Carers,

At St. Peter's we have a school mission statement and a clear code of conduct to support the learning process. With this letter you will find a booklet that details information on these areas. Your child also has a booklet which they have looked at in detail with their class teacher.

Having a good behaviour record is clearly linked to accessing the school curriculum. If pupils are behaving well towards each other then they will feel happy and in turn be in a sound position to reach their full potential.

We are also very keen for your child to have FUN at school. Staff have worked very hard and many fun events have been planned for your child's class this coming year. Such events will include visitors coming into school, planned trips out of school, discos and class assemblies to name but a few.

If pupils show a good pattern of behaviour and work within the code of conduct, then they will be able to access all the fun events planned. However, if pupils are consistently involved in poor behaviour then they will be told that they will not be able to access some of the fun events.

Please take the time to read through your booklet and discuss the implications with your child. We hope you will want to work with us to ensure that St. Peter's is a happy school environment where pupils are able to reach their full potential. Then complete the slip below so that we can be sure you have received a copy of your booklet and answer any questions you may have

I have received the Year 3 booklet and I have no further questions (please tick)

I have read the Year 3 booklet and I would like more information on:-
(please specify)

Signed: -----Child's name:-----

Year 4 and 5 Letter

Dear Parents and Carers,

You may recall that, as your child started St. Peter's, both you and your child received a behaviour booklet explaining expectations of behaviour at St. Peter's. The information in the booklet is still current and it explains how staff will be working with your child on behaviour in school. The booklet is based around our school mission statement and code of conduct to support the learning process. However, I can appreciate that as a year or two has passed, you may no longer have the booklets. Please complete and return the slip at the bottom of this letter.

Having a good behaviour record is clearly linked to accessing the school curriculum. If pupils are behaving well towards each other then they will feel happy and in turn be in a sound position to reach their full potential.

We are also very keen for your child to have FUN at school. Staff have worked very hard and many fun events have been planned for your child's class this coming year. Such events will include visitors coming into school, planned trips out of school, discos and class assemblies to name but a few.

If pupils show a good pattern of behaviour and work within the code of conduct, then they will be able to access all the fun events planned. However, if pupils are consistently involved in poor behaviour then they will be told that they will not be able to access some of the fun events.

Please take the time to read through your booklet and discuss the implications with your child. We hope you will want to work with us to ensure that St. Peter's is a happy school environment where pupils are able to reach their full potential.

-----Please can I
have another:

Year 4 / 5 Parent booklet (please tick)

Year 4 / 5 Pupil booklet

Signed: -----Child's name:-----

Year 6 Letter

Dear Parents and Carers,

I am sure, now that your child has entered into Y6, you are keen for them to have a good year both academically and socially as they prepare for SATs tests in May and Secondary school next September. As a school we clearly want the best for all of our pupils so we have put a programme in place to motivate Y6 this year. Please take a few moments to read what is set out below and return the slip at the bottom of this letter.

Having a good behaviour record is clearly linked to accessing the school curriculum. If pupils are behaving well towards each other then they will feel happy and in turn be in a sound position to reach their full potential. You may recall that previously both you and your child received a behaviour booklet explaining expectations of behaviour at St Peter's. The information in this booklet is still current and it explains how staff will be working with your child on behaviour in school. The booklet is based around our school mission statement and code of conduct to support their learning process. However, I can appreciate that as a year has passed you may no longer have the booklets. If so, please complete and return the slip at the bottom of this letter.

We expect each Y6 pupil to do a monitoring role for 1 day a week, this is a responsible job that will develop their social skills and support younger children. the kind of monitors that your child could be is listed below:

- Bell Monitor
- Playtime equipment monitor
- Corridor monitor
- Lunchtime monitor
- Library monitor

In return, we are very keen for your child to have FUN in their final year. Staff have worked very hard and fun events for this year are planned. If pupils show a good pattern of behaviour and work within the code of conduct and the monitor role then they will be able to access all the fun events. However, if pupils are consistently involved in poor behaviour then they will be told that they will not be able to access some of the fun events.

I have read the Y6 letter and I have no further questions • (please tick)

I have read the Y6 letter and I would like more information on:- (please specify)

Please can I have another:

Parent booklet • (please tick)

Pupil Booklet •

Signed:----- Child's Name-----