



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

Didsbury CE 
Primary School

Behaviour Policy

Didsbury CE/West Didsbury CE Primary School

Behaviour Policy

Definition

This policy sets out the expectations of behaviour at West Didsbury CE Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise. The policy is designed to reinforce our vision of belonging, believing becoming. It is firmly rooted in the Christian tradition of forgiveness. Every day the children have a fresh start on 'green'. Please note, we have a very visible traffic light behaviour system to reinforce good behaviour. Should a child not display good behaviour then they can be moved from the green circle to the amber and ultimately to the red circle. When a child is moved to the red circle they receive a red card from a senior member of staff. They 'belong' in the class and as illustrated later in the section on how the policy is put into practice, this very visual and concrete way of creating a positive behaviour culture within school enables all the children to learn from a very early age exactly what we mean by 'good behaviour' and the behaviours we expect to enable good learning to take place (eg. good sitting and good listening.)

Aims

- To promote a positive Christian ethos and climate in the school in order to live out our vision statement 'belonging, believing and becoming.'
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;

- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- ensure that every child is aware that they will be forgiven and that we all make mistakes that we can learn from.

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to senior management team, SENCO and ultimately to the Head.

Role of the Head of School

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, every term in the Full Governing Body meeting, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child.

Both these actions are only taken after the school governors have been consulted.

Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school handbook and in the home/school agreement, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors have a duty to monitor the efficiency of this policy and ensure that it promotes and reflects the Christian tradition of the school.

The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors and the Executive Head may give advice to the Head of School about particular disciplinary issues. The Head

of School must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and

differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. We want to foster a sense of 'belonging', support self believe through children seeing staff believe in them and ultimately enable the children to 'become' the best that they can be.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Rules and Procedures

Praise and reward for good behaviour are the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- Give clear choice and consequence options
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;

- be *consistently* applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken we need to know:

- What happened;
- When;
- How often;
- In whose company;
- In what circumstances.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying physical or verbal (see policy), deliberate injury or attempted injury, stealing and truancy. Should any child's actions need physical intervention, it will be employed by trained staff following TEAM TEACH principles and procedures (see the Physical Intervention Policy) Any such intervention will be logged using the Serious Incident Report Format.

West Didsbury CE Primary Reward systems

- The traffic light 'smiler' system reward system exists in order to promote good behaviour and academic expectations in our children and we encourage them to be responsible, hardworking members of the school community.
- Each class teacher is able to award house points to encourage the children to work towards a collective goal.
- Each child can win Gold Awards from their class teacher.

Other rewards: As well as whole school rewards each class has systems set up to reward more frequently.

Foundation Stage: Verbal reward with praise

Certificates presented for special events i.e. swimming

Year One Verbal reward with praise main strategy

Children have individual targets in Lit/Num

Smiley face drawn to reward good work

Stickers given for excellence

Class reward worked for as and when necessary

House points given

Year Two Verbal reward with praise major strategy

Children have individual targets in Lit/Num

Smiley face drawn to reward good work

Stickers given as reward for individual target

Class reward worked for as and when necessary

House points given

Year Three/Four Verbal reward with praise used as a strategy

Children have individual targets in Lit/Num

House points awarded for good work/effort

Year Five/Six Verbal reward with praise used as a strategy

Children have individual targets in Lit/Num

House points awarded for good work/effort

Class rewards used as and when necessary

Golden Time to be used on the discretion of each class teacher for very good class effort but must not be a regular timetabled slot nor interfere with other classes working.

SEN children All children have individual targets

Rewards are given on regular small steps basis.

Many children have charts to record when achieve target usually on a daily basis to gain frequent reward.

House points:

Points to be tallied each week and displayed as an ongoing score.

Team with most points at end of each year win the House Point Cup

Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions are:

- Expression of disapproval
- Referral to SMT, SENCO and Headteacher
- Home/ school diary with positive in front and negatives at back and children to share with Head, or SMT in HT absence, on a daily basis.
- Time out class exclusion
- Internal exclusion for set period with TA
- Letters to parents after 3 red cards in one term (traffic light system)
- A letter of apology given to the injured party or persons.
- Extra tasks to fulfill at leisure times and/or for homework
- Missing part or all of play or lunchtime.
- Non participation in extra curricular activity.
- Ultimately Exclusion(following LEA guidelines on exclusion policy – see appendix A)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Time to discuss issues with the children is important and may take place during “circle time” or PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Where it is felt necessary help from the Educational Psychologist and/or Behaviour Support Consultants may be called upon through discussion with the SENCO.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents where a child is sent to him/her on account of bad behaviour.

The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

How our Behaviour Policy is put into practice:

Throughout EYFS and Key Stage 1, every class has a very clear working behaviour chart displayed in a prominent place in the classroom.

Each class has red, amber and green circles displayed at child friendly heights that enable the children to move their name from one circle to another should the need arise. So, although every day each child starts the day with their name in the green circle, if they behave in a way which is not expected they would have to move their name to the amber circle. The Golden Rules for each class are next to/near the ongoing chart, which clearly reflects the Smiler system.

Should a child be moved to amber but apologise for their poor behaviour and not make the same mistake again then they are moved back to green.

Forgiveness and redemption are important. We all make mistakes and need to be able to understand why we made mistakes to move on.

In EYFS and KS1, good behaviour is rewarded with Golden time on a Friday, so each child gets the opportunity to move their name to a Golden Circle and enjoy Golden time for following the Golden Rules if their behaviour warrants such a treat.

In Key Stage 2 there is a noticeable shift as the children no longer have integrated days, carpet time and outdoor play each afternoon. Every KS2 class has clear expectations of behaviour prominently displayed for the children and by this stage the children know the Whole School System. New children to the school are told all about our Smiler system. At KS2 the children either generate their own Golden Behaviour Rules in a PSHE lesson early on in the term or re-iterate and go through the Smiler rules. This then gives them ownership of the rules and a better understanding of why they are so important.

Cross- Reference: refer to Anti – Bullying Policy; Physical Intervention Policy

Review: This policy will be reviewed annually by staff and Governors