



St Mary's C of E Primary School

Behaviour Policy

Our aim at St Mary's is to encourage children positively to take responsibility for their own behaviour. Within the school, pupils are expected to behave in a quiet, orderly and sensible manner at all times, to respect other children's rights to learn and play effectively, to respect others (children and adults) and their property, and to respect the buildings and grounds. Pupils should not do anything to other children which they would not wish to have others do to them.

Teachers should work towards and encourage a system whereby the highest standards of academic and social achievements are expected of the children, within a framework in which the curriculum and teaching methods are well-matched to the needs of their pupils.

We have five school rules which we expect all children to know and understand. They are:

- Always allow teachers to teach and children to learn
- Keep hands, feet and objects to yourself
- Respect yourself, others and the environment
- Leave other people's property alone
- Look after school property

THE OVERALL AIM OF EVERY CHILD SHOULD BE:

ALWAYS DO YOUR BEST

In most incidences when a child receives an award the child will be meeting and bettering the overall aim in his/her work or behaviour (or both!).

If behaviour is unacceptable, the child will be told at the time of reprimand which of the five rules he/she is not following.

Within classes, a system of monitors should be encouraged in order that each child in the school is given the opportunity of behaving in a responsible manner in relation to peers, adults and property. Year 6 pupils should be given extra responsibilities within the wider school community as Prefects, Librarians, supervising younger children during wet break times, etc. This should give the children something to work towards with the aim of maintaining high standards of behaviour amongst our oldest pupils and setting good examples for the younger children to emulate.

The reward system should be based on the giving of House Points with the aim of ensuring that they have value to children and every pupil feels capable of achieving the success of a deserved reward in order that he/she will be motivated to work for more. The awarding of five or more house points over the period of one week will be recognised as a notable achievement by the whole school/Key Stage and rewarded with the presentation of a certificate. Where every child in a class has been awarded at least one house point in any one week or there is a special recommendation from the class teacher, the class should be awarded a special class certificate to recognise its achievement and at the discretion of the class teacher could be given some extra playtime or "Golden Time".

House points will be totalled weekly and the trophy awarded to the winning house/House Captains.

A record will be kept of all certificates awarded and will be used to inform decisions about the awarding of end-of-year prizes.

All members of staff have the authority to award House Points.

SANCTIONS

1. Member of staff gives pupil a reminder of the expected behaviour + the consequences of continuing to not follow the behaviour code. *(be calm, explain what the pupil has done wrong, make & keep eye contact, talk discretely, give the pupil the opportunity to reply and demonstrate that s/he understands what is happening, give the pupil suggestions / discuss how they can avoid the situation in the future)*
2. Time out on playground: *go to quiet area / stand by fence. In classroom move to seat on his/her own or next to teacher, tell pupil s/he needs time to think about what s/he has done. 5 mins maximum for time out then return to staff member, apologise, make good the situation.*
3. Time out off playground: *send with adult + 'behaviour card' to 'time out room' for period of counselling / reflection / circle time. Max 10 mins*
4. Go to Team Leader: *explains consequences etc, lose break period in 'time out room' but not take part in / interfere with short term time out pupils*
5. Parents informed: *after 3 x level 4 in a week or a smaller but regular number over a longer period. Deputy Head to institute a 'pastoral support programme' to include playground support and regular contact with parents*
6. Headteacher (+ SENCo + Deputy Head) involved with parents brought in. *Discuss possible exclusions, involvement of outside agencies, Ed. Psych, Behaviour Support, Social Services, Learning Mentor etc.*

CRITICAL INCIDENTS:

Send immediately to 'time out room', decide on sanctions.

Critical incident to be: assault on staff including swearing at member of staff, assault on peer resulting in or having potential to cause physical injury, serious damage to property, theft, racist behaviour, sexual behaviour, leaving the room without permission

Our school strives to create an environment that supports and promotes confident and successful learners. Through a series of class and whole school activities we promote key strands which underpin the following skills:

Self-awareness

Motivation

Empathy

Managing feelings

Social skills

Across the Bideford Learning Community there is a commitment to the development of these skills which we call SEAL (social and emotional aspects of learning).

This policy will be reviewed by the Governing Body in Autumn Term 2010.

Procedure for Dealing with Bullying

What is bullying ?

Bullying involves the abuse of **power**, it is **persistent** and it is **personal** to the individual child. Bullies choose victims for a reason: because they are vulnerable and/or because of some characteristic of that child. This means that bullying can take many forms according to the dynamics of that interaction

Guidelines

1. Children should report an incident of bullying to which they have been subjected, or witnessed, to a member of staff, in the knowledge that the incident will be investigated.

2. When a child wishes to report an incident, the member of staff concerned should point out that the information could be shared with other adult. If the child then chooses not to proceed, then the issue should not be pursued.

3. When bullying has been observed or reported, the following steps can be taken:

- alleged incidents should be investigated by a member of staff who should attempt to discover the whole picture from as many people as possible
- the 'victim' should be supported by staff so that (s)he regains confidence
- in the first instance disciplinary action should be taken against the 'bully' (see Behaviour Policy)
- should the problem recur, then 'bullied' and 'bully' should meet with two members of staff who will discuss why the 'bully' is still bullying and how it makes the 'bullied' feel. The 'bully' should be left in no doubt as to the consequences if the problem recurs (ie the next stage in the Behaviour Policy). By this stage at the latest, parents of all parties should be informed. (nb in some cases, this stage may be repeated)
- subsequent instances of bullying by the same pupil(s) will be dealt with under the Behaviour Policy

Conclusion

We hope that incidents of bullying will remain rare at St Mary's Primary School. But to ensure that we are responding appropriately, our approach to bullying will be reviewed in the light of experience and staff discussion before the end of the Summer Term 2010.

This policy has been agreed by the staff and Finance & Personnel Committee, on behalf of the Governors of St. Mary's Primary School during October 2009.

SignedChair of Governors