



ST MICHAEL'S R.C. PRIMARY

BEHAVIOUR POLICY

In order that the work of the school can progress effectively and efficiently it is important to create and foster a learning climate. Essential to this desired climate is a policy for Behaviour. This policy must be shared, understood and practised by all adults and children. Governors and parents must all be aware of the rules and practices of the school.

We start with our School Mission Statement: A policy for behaviour contributes to the atmosphere and ethos in which we wish to work. It contributes to making our school a safe and welcoming environment. Creating the right conditions will help us to meet our school mission.

Our School Will:

- Grow closer to Jesus by loving, valuing and respecting each other.
- Celebrate and develop our God given talents.
- Welcome support from friends in our wider community and reach out to those we can help.
- Be a happy school, creating friendships and wonderful memories.

School rules, based on mutual respect, are the key to an effective policy for behaviour. We have agreed to adopt the following 'Golden Rules'.

Golden rules

1. **Do** be gentle, **don't** hurt anybody.
2. **Do** be kind and helpful, **don't** hurt people's feelings.
3. **Do** be honest, **don't** cover up the truth.
4. **Do** work hard, **don't** waste time.
5. **Do** look after property, **don't** waste or damage things.
6. **Do** listen to people, **don't** interrupt.

These golden rules are our agreed moral values that will help to establish and develop that right school 'culture'. These are separate from the more general safety rules (such as 'not running in school' or 'use equipment properly') and rules of routine (such as 'arrive at school on time' or 'keep your desk and tray tidy').

Seal/Circle Time

We use the Seal programme at St. Michael's. At times we will use circle time within Seal, to help us establish and keep the golden rules, although circle time has a much broader potential. Jenny Mosley describes circle time as a group listening system:

“Circle Time provides the ideal group listening system for enhancing children’s self-esteem, promoting moral values, building a sense of team and developing social skills. It is a democratic system, involving all children and giving them equal rights and opportunities.” (Jenny Mosley – Quality Circle Time)

Bubble Time is used as a one-to-one opportunity for children in key stage 1.

Think books are used at key stage 2 although there may be opportunities when bubble time for juniors will be appropriate. Think books should be completed straight after lunch.

We have a **house point** system. Points are awarded for good work and for good behaviour. A maximum of 10 points per child per week will be given out to ensure consistency across the school. Children are in one of four house teams, Barlow, Clitherow, Rigby or Southworth. A trophy is presented to the winning house at the Monday morning assembly.

In addition, children’s **achievements** are celebrated in assembly. Children who have worked particularly well may be sent to the head teacher’s room for a special sticker.

The **pupil of the week** will wear a special badge. He/she will be given at least two ‘key’ jobs that week as well as incidental, day to day tasks. The emphasis is on giving the special mention award a high profile. There will be a **pupil of the week** table in the dining hall.

Golden time is the whole class incentive. It is a reward for keeping the golden rules. A half hour of special time where children can engage in a range of fun activities once per week is the ‘golden time’. This will take place on Friday afternoon for the last half hour. Children who misbehave may lose some of their golden time. In this way we are linking the incentive and sanctions elements of our behaviour policy;

Poor behaviour in class is dealt initially with a verbal reminder to the child. If poor behaviour continues then the child is given a yellow sad face card (infants) or a yellow card (juniors). The day is divided into two sessions (morning and afternoon). If the child behaves to the end of the next session, the card is removed and the child starts with a ‘clean slate’. The red card/red sad face system is the third warning. If a child misbehaves again in a single session he/she will lose three minutes of play time. This should be recorded into a notebook. If the poor behaviour continues on three occasions (same week) then 3 minutes of golden time will be lost and parents may be informed by the class teacher. It is important that all children experience golden time so that they know what they are missing when it is lost.

Sanctions on the yard at dinnertime

Poor behaviour on the yard is dealt initially with a verbal reminder to the child. If poor behaviour continues then the child will be told that the class teacher will be informed.

If a child behaves in a manner that is considered serious - bullying, stealing, vandalism or a serious act of aggression - then the child should be sent to the head teacher or assistant head teacher.

Children Beyond

A small number of children will fail to respond to our attempts to empathise with them, to participate in planned circle time lessons, to our golden rules and to sanctions imposed through loss of golden time. Despite all our attempts the child continues to display unhappy, disruptive or aggressive behaviour. These children might be described as 'children beyond'.

There are many and complex reasons why a child behaves in this way. Whilst it is important to be consistent with sanctions and to uphold golden rules, it is also important to recognise and celebrate small moments of success and to consider further strategies:

- Try to guarantee daily success for the child by setting tiny, achievable, tickable targets, or TATTs.
- Use an egg timer which is a visual reinforcer of how long they have to achieve their targets. This will help focus the child. (Put this in a special place when not in use – leaving it around means it will lose its 'power').
- Offer the child opportunities where he can help others as this empowers the child and makes him feel more positive about himself. Maybe helping in a younger class, helping teachers or doing a job for the school administrator. It is even better if the child can be allowed to organise or give ideas.
- Involve the class in the process through circle time – 'Is there anyone here who would like help ___ with his or her behaviour?' The intention here, is that the child beyond will ask for help from the group and there will be a range of options offered to the child from the rest of the group.
- A smaller, closer therapeutic circle should be considered where the larger, class circle is ineffective.
- Consider play therapy where a child explores his emotional world through play in a non-judgemental setting.

If it is still not possible to meet the needs of the child without serious effect on the other children and the member of staff, further measures involving periods of time in other classes, direct parental involvement, LA support and exclusion will be considered.

Foundation Stage

Nursery and Reception share some elements of rules, rewards and sanctions with Key Stage 1 and 2 but these are modified to take account of age and understanding.

Rules inside:

- Be kind to each other
- Please walk inside school
- We do not shout inside
- Put your coat on your peg
- Please don't climb on the furniture
- Share the toys
- Use the toys properly
- Tidy up your toys
- Reception children help the younger children

Rules outside (in addition):

- Please don't climb on the fence
- Use the fixed equipment as intended.

Sanctions:

- Give a warning and explanation as to why the behaviour is not acceptable
- If the behaviour continues, 'time out' for a short time
- Restriction of choice of activity for some time after
- Inform parents of the problem if it is recurring
- (outside) Child is given a warning and a reminder
- Child is removed from that piece of equipment for a short time
- Stand near the shed door for a short 'time out'
- If behaviour resumes the child will stay with a member of staff

Rewards for good behaviour are a combination of praise and smiles, a choice of activity, passing on good news about the child to others, certificates, stickers and being allowed first place in the line.

Lunchtimes

Lunchtimes are a time for socialising and playing. They are also opportunities for negative behaviour, falling out and arguments. If we accept that we are responsible for the child's whole day then we have a role in making the lunch break happier for the children. The following are some enhancements to our lunchtime provision that make lunchtimes a fun and safe part of the day.

- Regular contact with lunchtime supervisors, discussing progress and offering support. Stickers allow supervisors to reward children.
- Involving the supervisors in children's games and activities – encouraging them to play with children.
- An outdoor storage unit which houses a range of playtime equipment, providing games and activities, to be used by children on a rota basis.

- The yard divided into zones to enable activities to take place in designated areas.
- Children from the Y6 trained as ‘playground friends’ to help the lunchtime supervisors in a variety of ways such as organising the play equipment (one team of four Year 6 pupils), helping to befriend children who are lonely and to help resolve minor conflict between younger children (two teams of Year 6 pupils, alternating week to week. They will wear a special yellow tabard).
- Extra resources for each class in the school to occupy children in fun activities during wet playtimes.
- Lunchtime supervisors involved in TTATs (Tiny Achievable Tickable Targets) for certain children where teachers feel it is appropriate.

Organisation

Effective organisation is vital to creating an orderly classroom where appropriate behaviour is encouraged. The following checklist should be followed;

- Where a teacher has a desk its position allows him/her to view the whole class.
- The teacher should avoid spending long periods of time at his/her desk.
- Avoid queues forming at the teacher’s desk.
- Pupils should be able to see the teacher from their desk.
- There is easy access to the sink, bin, and computers.
- There is a place for all books and resources, and they are easily accessible to pupils.
- Pupils are taught where things are kept.
- Pupils practice putting things back in their proper place.
- All seating is suitably arranged for all lessons.
- There is flexibility to change the desks.
- Time is set aside to teach classroom routines.
- Pupils are given daily feedback on work and behaviour.
- The teacher frequently praises all pupils - the creation of a positive climate is vital.

Supervision

Effective supervision of children will ensure reasonable and orderly behaviour. Teachers are on duty from 8.45 a.m. before school, and during break-times. Supervision of children in the hall during lunch-time is undertaken by members of the senior management team. Members of staff supervise children from playground (infant and junior) into the school after the morning break and lunch break. They are taken out to the yard at the end of the day.

Children are encouraged to walk into school quietly, in single file. It is important that children who are running or making excessive noise are

challenged by members of staff. All adults have a part to play in ensuring an orderly and safe environment and that the golden rules are kept.

Other movement through the building needs to be carefully supervised - coming into assembly, going into the hall for P.E., children lining up for lunch.

Children need to be reminded of these procedures on a regular basis.

Children should never be left in class on their own. If a teacher has to leave the class in an emergency a TA will cover for that brief period.

Classroom Environment

A bright, attractive and well organised classroom encourages good behaviour. There are a number of ways in which we can create a positive environment.

- The temperature and lighting should be appropriate. Ensure the classroom is aired during the day.
- Create points of interest – class altar, displays, and plants.
- Pupils work should be effectively displayed.
- Make display boards colourful and exciting, not too stimulating or too dull.
- Golden rules and other class rules need to be displayed in prominent positions.
- The floor space must be kept clear.
- All books and resources should be kept tidy.
- All sinks and window sills should be clean and tidy.
- Ensure pupils have enough space to walk around their desks.
- Ensure, as far as possible, there is a quiet area.
- All toys, personal belongings, coats, shoes must be kept tidy.

Care and control

On very rare occasions a child may act in a way that is dangerous to him/her, to others or may cause damage to our school. Reasonable force to control or restrain pupils will be used, in line with DFE guidelines.