



# Behaviour Policy

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Signed by:

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At Ainsdale St John's C.E. Primary School, we are committed to providing rich and exciting learning experiences within an emotionally literate environment, which engage, challenge and meet the needs of all children, building their self-esteem and so increasing their motivation to learn.

This policy reflects the spirit of our school's Mission and Vision and Values Statements summarised as:

"This family is Ainsdale, St John's school, where pupils, parents, staff, governors and Church share a belief in giving everyone in our school community wings to fly, in a climate of Excellence, Warmth and Enthusiasm".

### **The Importance of good behaviour management for effective education**

In the context of a caring Christian community, it is important to create a supportive and challenging environment within which children can grow and reach their full potential. To achieve this, the whole school community should work in close partnership.

Ainsdale St John's recognises that a clear school behaviour policy, consistently and fairly applied, underpins effective education. Good discipline and standards of behaviour are key features of a successful school and facilitate effective teaching and learning. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

A strong ethos, based on core Christian values, should foster discipline and mutual respect between pupils, staff and between staff and pupils. Ainsdale St John's acknowledges that a range of options and rewards is required to reinforce good behaviour as well as sanctions for those who do not comply with the behaviour policy.

### **How and why the policy was developed**

In line with making each person in our school community feel valued and respected, it became our primary aim to involve everyone in the making of this policy. This was achieved through staff insets, staff development times and discussion with school council children and governors. The policy was developed to ensure that all members of our school feel happy, safe and secure.

To support all of our members of the school community, we wanted our behaviour policy to be clear to everyone and easily understood by staff, parents and children. We wanted to ensure that we developed a behaviour policy that was consistently applied throughout the whole school and reflected our Core Christian values.

### **Aims**

The school's aims are to:

- To promote high standards of behaviour through our Christian Values of Forgiveness, Perseverance, Thankfulness, Friendship, Hope, Trust and Respect which are all underpinned by Love.
- To teach, through the school curriculum and collective worship, these Christian values and attitudes through an atmosphere of mutual respect.
- To encourage children to understand right and wrong through teaching of a set of rules called our 'Christian Value Promises' which encompass all areas of school life:

- *We are ready, steady organised for the day ahead.*
  - *We grow our minds and never say no to having a go.*
  - *We treat others the way we want to be treated.*
  - *We listen first time and give respect to all.*
  - *We take the time to hold a door, we take the time to say thank you.*
  - *Our mouths say the truth and our hearts forgive.*
  - *If we find a bin, we drop it in.*
  - *We walk quietly on the left, one behind the other.*
  - *We say no to rough stuff, kindness is our goal.*
  - *We know we can make good things happen.*
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and is given time to reflect on their choices.
  - To provide a framework of expectations of behaviour within the school community.
  - To provide strategies for children to access support to achieve positive behaviour.
  - To provide a clear structure for rewards and sanctions to manage behaviour consistently across the school.
  - To encourage a shared responsibility between home and school for the positive management and modelling of good behaviour.
  - To encourage all staff to act as a role model to exhibit and expect high standards of behaviour through the guidance of our school rules, to positively encourage children to do their best, to take an interest in the children as individuals and to have positive relations with other members of staff.

### **Positive Behaviour and Praise**

At Ainsdale St John's CE Primary School, we believe children need a positive and supportive ethos to encourage them to thrive, therefore all staff give verbal or written praise as often as possible. Our policy is one of creating positive relationships between all members of the school community, where endeavours are seen to be valued. We seek to recognise those children who consistently follow our school rules and keep our school values. As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour which in turn helps to promote a happy and secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal growth and learning. Alongside the verbal praise given when good behaviour and positive values are observed or reported, teachers will celebrate such noteworthy behaviour across classes with significant adults in the child's life. This can include the Headteacher, Deputy Headteacher, other teachers, teaching assistants, welfare staff and parents/carers

### **The Reward System**

- Each week, during a celebration worship, the Deputy Headteacher will present a certificate to a child from each class who has been identified by their teacher for displaying one or more of the Christian Value promises.
- Each child will also be given the opportunity to receive a good behaviour point each day for striving to keep our school promises. This will automatically be given at the end of the day if there have been no sanctions or moves into a different behaviour zone. A child may also be awarded extra points for exceptional behavioural efforts too. The points will be added together throughout the year and rewards will be given as follows:

- **60 points = Bronze certificate and prize**
  - **120 points = Silver certificate and prize**
  - **180 points = Gold certificate and prize**
- When a child has earned enough good behaviour points, he/she will be rewarded with their special certificate and prize in celebration worship and this will also be shared through a newsletter to parents.
  - It is possible that a child could receive all their bronze, silver and gold levels during the same academic year if they have shown exceptional behaviour as well as good attendance. All children are encouraged to strive for this.

### **Other Positive Reinforcements**

- All teachers use the electronic 'dojo system' to reward individuals in class.
- All staff reward good behaviour and work in a variety of other ways including certificates, praise cards, stickers, table points and class prizes etc. Messages home to parents are encouraged.
- Golden Time minutes are awarded to groups or individuals for the whole class. Each class are to receive their Golden Time on a weekly basis. During this special time, children enjoy activities chosen by themselves and agreed with their teachers.
- Opportunities for children's views to be heard via class circle time and school council meetings.
- Positive play environment – through staff, Play Leaders, buddies and resources to create as wide a range as possible of positive play experiences. Occasionally, extra playtime itself is used as a reward for good behaviour.
- Golden Tickets are awarded throughout the week by the Headteacher and Deputy Headteacher for exceptional behaviour around school, in the dinner hall, playground and during worship. The class who receive the most golden tickets at the end of each week will receive a class reward by their class teacher.
- Sending a child to another class, subject leader, headteacher/deputy headteacher for positive reasons e.g. working well in a lesson or showing showed perseverance.

### **Classroom Behaviour**

Teacher expectations of behaviour for a specific class will be established and agreed with the children on entering the class at the beginning of the year and will be clearly displayed for the children and adults to refer to. These expectations will continue to be expressed and expected, positively modelled and praised throughout the academic year. The School Christian Value Promises should be used as a basis for the class rules.

### **Playground Behaviour and Lunchtime Supervision**

We believe that it is important for children to exercise, relax and socialise in a safe environment where Christian values are displayed. Welfare staff operate under the same whole school rewards and sanctions system. If time out is given, it must be in a location where the teacher is able to supervise. In the infants, time out should involve holding the hand of the teacher. Persistent misbehaviour will involve the loss of the whole playtime. Serious incidents should be reported to the Headteacher or Deputy Headteacher. There is close liaison between teachers and welfare staff to ensure consistency of the schools' graduated response.

## **A Graduated Response to Sanctions**

Despite focussing on the positive sides of behaviour management, we recognise that there will be times when a clear procedure for managing unacceptable behaviour will be required. Children are made aware that they are responsible for their actions and that it is their choice to break a Christian Value Promise. They will understand that such choices will have consequences and lead to sanctions. Children will be made aware that these sanctions are for the behaviour and not the child. This is done within the Christian values of forgiveness and repentance through verbal/written letters of apology.

Sanctions such as loss of breacktime/golden time, repeating work, learning in another class/Headteacher's room may be used as appropriate. A behaviour incident should be recorded in the class pastoral care file.

The Behaviour Procedures at the end of this policy set out clearly the procedures to be followed by all staff when dealing with any incidents of poor behaviour.

Every child will begin each day in Level 1: The Green Zone. If a child breaks a Christian Value Promise, staff should give the child a verbal warning for the negative behaviour and a reminder of the related school rule for the required. A warning that more of the same behaviour will result in them moving zones should also be given. If a child continues to produce more negative behaviour then the child's name will be moved to a different zone and a sanction will be given. If the child's behaviour does not improve then he/she will be moved down a further zone.

If the behaviour is very serious then a child may be placed immediately in level 3/ level 4 zone. Major breaches of discipline including physical assault, deliberate damage to property and stealing will involve the headteacher or deputy headteacher. If the problem is severe or recurring then fixed term exclusion procedures will be implemented after consultation with the governing body. A very serious incident may result in the child being taken home straight away.

## **Code of Conduct**

This code of conduct, which can be found at the end of this document, has been formulated with the safety and wellbeing of the children in mind and to enable the school to function efficiently as a place of learning and mutual respect. It shows what is expected from all members of the school community and clearly explains what our Core Christian Values look like in action throughout the school.

## **Children with additional/complex behavioural, social and emotional needs**

Children with additional needs will benefit from the clear expectations, structures and systems within this policy and will be expected to keep our Christian Value Promises whilst being rewarded/sanctioned appropriately.

However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development. As an inclusive, supportive school, we aim to differentiate for all pupils. This includes those with specific behavioural, social or emotional difficulties, or identified disabilities such as autistic spectrum disorders (ASD).

Reasonable adjustments would include modifications to the curriculum and its delivery, additional levels of adult support, specific interventions to address the challenges that the child is facing. Such variations and adjustments will be supported by the use of an individual support

plan and in most cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for an “intense” period then gradually reduced over time or it may be necessary for the adjustments/support to be ongoing.

### **Responsibility and Parental Partnership**

It is important to keep parents informed of the behaviour of their children. This can be done in many ways including:

- talking directly to parents at the end of the day
- having a communication book when appropriate
- parents’ evenings
- teacher/support staff sending home a report book and parents acknowledging daily
- inviting parents in for a discussion

We recognise that it is important to remember positive behaviour as well as negative behaviour in any communication with parents.

Parents can help by

- recognising that an effective school behaviour policy requires close partnership between teachers, teaching assistants and children.
- discussing the Christian Value Promises with their child, emphasising their support of them and assisting when possible with their reinforcement.
- attending parents’ evenings.
- being aware that all staff deal with behaviour problems patiently, fairly and consistently.
- agreeing to support the school through the home school agreement.

### **Use of Reasonable Force**

It is possible that a pupil behaves in a way that is judged to be unsafe either to themselves or others. In such incidences, according to Department for Education guidance, Ainsdale St John’s agrees to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Any such incident will be documented and parents informed.

### **Links to other safeguarding policies**

This policy is part of our commitment to safeguarding children. It has been reviewed in the light of the Keeping Children Safe In Education 2021 and Working Together to Safeguard Children 2018. It should be read and interpreted in conjunction with the following policies and procedures that promote safeguarding.

Child Protection Policy – This policy contains information on how the school will deal with peer on peer abuse; sexual violence and sexual harassment; bullying and prejudice based abuse.  
Computing, E Safety Policy and Acceptable User Agreement  
Health and Safety Policy  
Equal Opportunities Policy  
Anti-bullying policy  
Whistleblowing policy