



# St Aidan's Church in Wales VA School



## BEHAVIOUR POLICY



## **St Aidan's Church in Wales V.A. School**

### **Behaviour Policy**

The school's fundamental aim is to create a calm and positive classroom and school ethos that encourages both self-esteem and self-discipline, in an environment in which achievements are shared.

#### **Introduction**

In St. Aidan's Church in Wales VA our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy outlines the purpose, nature and management of behaviour throughout our primary school. It provides clear guidelines to all members of staff on the consistent use of rewards and provides a system for rewarding work and behaviour of the pupils. The implementation of the policy is the responsibility of all staff. It is a means of promoting good relationships, so that people can work together, in an effective and considerate way, with the common purpose of helping everybody learn.

#### **Specific aims and objectives of the policy**

We aim to:

- Initiate collective responsibility for the promotion of self-esteem, self worth, self-image and positive behaviour towards the whole community:
- Enable the children to have a sense of belonging to a group they can trust:
- Promote the notion of equal responsibility:
- Encourage self-discipline, as each child can identify their own behaviour or work problems and plan how to overcome them, with the support of others.

#### **Implementation**

##### **Responsibilities and Strategies**

The Headteacher has overall responsibility for ensuring the maintenance of good order and discipline at all times during the school day.



Teaching and non-teaching staff have a major role to play in contributing to the behaviour policy and ensuring that school policy is put into action.

In particular all teaching staff are responsible for:

1. Establishing and appropriate teacher/pupil relationship where both pupil and teacher are respected.
2. Providing pupils with a good role model of behaviour through their own relationships with colleagues, parents and visitors to the school.
3. Establishing an orderly, stimulating classroom environment conducive to learning.
4. Planning activities appropriate to the needs of children.
5. Establishing high expectations with regard to, attitude, effort and conduct.
6. Encouraging the development of social skills i.e. development of personal hygiene skills, turn taking, remembering to say please, thank you, excuse me etc. helping to keep their classroom tidy, caring for their own belongings, development of table manners.
7. Encouraging a caring attitude, consideration for others. i.e. helping someone complete a task, holding a door open for someone to pass through, providing comfort to someone who is ill, upset, considering the consequences of their actions.
8. Encouraging the development of moral awareness and empathy through discussion of incidents, reading of stories and drama. Development of appropriate play, cooperative play, sharing, playing by rules.
9. Develop an understanding of inappropriate play - i.e. rough play, horseplay, teasing - through discussion of consequences, storytelling.

### **Strategies employed to promote positive behaviour**

Teachers may at their own discretion use a range of methods to encourage and reinforce positive behaviour when dealing with individuals or groups. These strategies may include: -

- Marbles in a jar – a class is given a pot filled with marbles and an empty treat jar. They vote to decide what treat they would like when it is full. The class work together to win marbles through good behaviour. When the jar is full they are able to participate in their chosen activity. This strategy may also be used with individuals to reward good behaviour. At no point should marbles be removed for inappropriate behaviour.
- Individual contact books may be set up to act as a daily communication between home and school. The format of these may vary depending upon the needs of the pupil e.g. a positive praise book or behaviour chart.
- A specified circle time that deals with the difficulties of an individual or small group. This only takes place with the prior agreement of the child or children concerned. During these sessions the class discusses how they



will support the child or children experiencing difficulties. The class agrees to trial any relevant suggestions and progress is discussed at the next session.

- Individual pupil agreements – Through discussion with a member of staff, a pupil decides on a limited number of behavioural targets that they feel they can achieve. These are written into a promise statement, which is signed by the child and a copy sent home. Staff within school and parents can then refer to this statement.
- When staff observe pupils displaying appropriate behaviour they will reward with a value token, making the pupil aware of why they have been awarded a token. Each class has a token jar which is shared every Special Assembly and a running total kept for each class. At the end of a term the class with the most tokens chooses their class reward.
- We encourage all children to display good behaviour across all aspects of school life. Pupils who demonstrate good manners and behaviour at lunch time are rewarded by being chosen to eat at the special lunch table on a Friday. The child is also given a certificate to recognise this achievement.

### **Strategies to support challenging behaviour.**

- If behaviour becomes more challenging staff may adopt a 'change of face'; each member of staff has a named red card which should be given to a responsible, named child to take to a named adult. This signifies that the named adult needs support. Be mindful that the adult may have sent the red card because they needed help, the adult arriving to support needs to use the agreed scripts within the school.
- If behaviour in the class becomes unacceptable, despite use of strategies then the child may be asked to accompany an adult to a different classroom as a change of setting may help to deescalate the behaviour. Reintegration will take place once the child is thought to be calm enough to return to the classroom.
- When extreme behaviour is displayed that endangers the pupil concerned or anybody else in the school community or is something that would be considered to be a criminal act if the child is above the age of 10, then it may be necessary to use restrictive intervention (RI). The school would follow county protocols based on Team Teach philosophy which state that all reasonable attempts would be made to deescalate the situation; this may include removing the class prior to any RPI being used. RPI will only be used as a last resort. Should this occur the parents of the child involved will be informed as soon as is possible and a record of conversations with the parents and their response to this, will be kept in the child's file. (Refer to LA Policy for positive handling and use of time out areas June 2016 and WG .....)



- If RPI has to be used the incident will be recorded in the bound and numbered book, a copy of the incident will be sent to County Hall and a copy of the incident will be placed in the child's file.
- When there is a known risk a positive handling plan and risk assessment will be completed and shared with all staff, the pupil and the parents.

### **Restorative Practice**

The school promotes Restorative Practice Approach in all issues of conflict, as appropriate.

### **Outside agencies**

The school is able to call upon the services of the Educational Psychologist and Behaviour Support Teacher. We are able to seek advice on behaviour issues and request assessments.

### **The Role of the child**

The children are encouraged to follow the Christian Values of the school and respect others through good behaviour.

Pupils also work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep.
- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised – bringing kit, taking letters home promptly, returning books efficiently.
- Contributing to the development of the school's code of behaviour.
- Conducting themselves in an orderly manner in line with this code.
- Taking growing responsibility for their environment and for their own learning and conduct.

### **The Role of the Class Teacher**

The class teacher is expected to: -

- Be consistent in their approach to behaviour and lead by example.
- Have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Treat each child fairly, with respect and understanding.
- Seek advice from the headteacher if misbehaviour continues after appropriate strategies have been used.



- Contact a child's parent where there are concerns about the behaviour or welfare of a child.
- After consultation with the headteacher liaise with external agencies to support and guide the progress of each child.
- Record incidents and discussions with parents and child in personal silver book
- Recording meetings and contact by phone email in main school diary

### **The Role of the Head Teacher**

The Head teacher is expected to: -

- Be consistent in their approach to behaviour and lead by example.
- Implement the behaviour policy consistently throughout the school and to report to governors when requested on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- Support staff in their implementation of the policy by setting high standards of behaviour.
- Record serious incidents of misbehaviour.
- Deal promptly and sensitively with queries from parents over behavioural issues.
- Give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the head teacher may permanently exclude a child. Both these actions will be taken after the school governors have been notified and as a last resort.

### **The Role of the Support Staff**

The support staff are expected to: -

- Be consistent in their approach to behaviour and lead by example.
- Have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- Treat each child fairly, with respect and understanding.
- Seek advice from the class teacher or Head teacher if misbehaviour continues after appropriate strategies have been used.
- Inform class teacher/head of incidents and Record incidents in class teacher's silver book.

### **The Role of the Parent**

- Parents are made aware of the Values of the school and are encouraged to support them.



- Parents are encouraged to support their child's learning, and to co-operate with the school as set out in the Home- School Agreement.
- Parents are encouraged to work collaboratively with the school, so children receive consistent messages.
- If the school contacts the parent, parents are requested to support the actions of the school.
- Parents should contact the school if they have concerns about how their child has been treated by another pupil or member of staff. They should initially contact the class teacher. If there are still concerns then the Head Teacher should be approached. They should then contact the school governors if they are still concerned. (in line with Complaints Policy).

### **The Role of the 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 support the head teacher in carrying out these guidelines.
- The Head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

### **Behaviour on Board School Transport**

Pupils who travel on school transport are responsible for their own behaviour and abide by the contract they have signed with School Transportation. Pupils who do not behave appropriately and show behaviour that is cause for concern will be reported to School Transportation, who will deal with the issue according to their own policies.

### **Monitoring**

The Head teacher monitors the effectiveness of the policy on a regular basis and reports on the effectiveness of the policy to the Governing Body.