

**St James CE Primary School**

**Behaviour Policy**

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## **St James CE Primary School**

### **Behaviour Policy**

#### **Purpose**

The purpose of this behaviour policy is to ensure that children are safe and happy in school and when they are representing the school in any way. We want children to be able to learn in a secure, positive environment.

Children are given clear guidelines as to the way in which they should behave towards other adults and each other in and around school. The rules of good behaviour are based upon clear expectations of what the children will do in and around school.

The behaviour policy recognises that all children are individuals and come from different backgrounds where the rules of behaviour and attitudes towards others may be different from the rules and attitudes expected in school.

#### **Organisation**

School rules are few and are based on the concept of consideration for others and their safety. All children are encouraged to respect themselves, their peers and adults. Self-discipline is encouraged. Violence, including verbal violence, is discouraged most strongly.

Each class has a set of simple, clear rules drawn up with the children and understood by them. These rules are agreed at the beginning of the Autumn Term.

There are simple, clear rules of behaviour for children in the school and in the playground. The rules are:

- Respect all adults and each other.
- Respect all property, your own and each others.
- Show pride in yourself and your school.
- Move around school carefully and quietly.
- Enjoy your playtimes by playing safely.

#### **Positive Behaviour Management**

- Circle Time is a time set aside each week during the school day when children and teachers meet to discuss matters that affect the way the class runs, the children in the class and other matters that help the children develop a sense of community within the school. During these times opportunities for improving the children's self esteem, their attitudes to each other, gender issues, bullying and other classroom or school issues can be addressed. The children need to feel ownership of such occasions and feel that their voice and feeling have significance with the teacher and the other children.
- Adults working at St James are careful to model appropriate behaviour. This includes positive working and personal relationships and the way adults treat each other and children.

- The school housepoint system encourages children to feel part of the school community. Housepoints are awarded for hard work, for positive attitudes, for success or participation in individual or group activities and for many other reasons.
- Our community assemblies celebrate and affirm successes, achievements, progress, participation in school activities and birthdays.
- Membership of school clubs and teams encourage positive behaviour, self-discipline, independence and responsibility.
- Children are encouraged to take responsibility in their own classes through undertaking tasks and duties. Children in Years 5 and 6 have duties throughout the school, e.g. office helpers, assembly duty, security gate duty, bell duty, playground games duty etc. Such activities promote self-esteem, a sense of belonging, self-discipline and provide a good example for younger children in school.
- A peer support system is in place whereby nominated children from Year 6 provide support to their younger peers.
- A Friendship Stop is available in the playground for those who need it. Playground Friends are available to support children having friendship problems in the playground. Playground friends, who come from Years 2 – 6, wear a bright yellow cap so that they are easily recognisable.
- Values Education is actively promoted throughout the school. The Value for the month is introduced at an assembly at the beginning of each month and forms the basis of assemblies and worship during the month. Themes such as Love, Friendship, Honesty, Caring and Patience help to support the positive behaviour management strategies in school.
- From September 2006 SEAL (Social and Emotional Aspects of Learning) materials and resources will gradually be incorporated into the curriculum, mainly through the PSHE programme. Children will be encouraged to think about their social and emotional response to learning. Learning from real life experience is central to the development of social, emotional and behavioural skills.

## Strategies

When children are not able to behave within the expectations set out, there are a range of strategies available to adults working within the school. Loss of playtime is generally avoided. It can often do more good to allow the child to run off some energy.

Strategies should be applied fairly and calmly. It is important that the child knows and understands why they are being punished. The smallest punishment that is effective should be used. Punishment should not humiliate or remove self respect.

- If, after discussion, a child understands *what* they have done wrong and *why* it is wrong, then usually a simple ‘telling off’ is enough.
- A verbal apology or a letter of apology may be expected after a misdemeanour.
- A child may be asked to stand on the line in the playground during break time for a limited time (maximum of 5 minutes).
- ‘Time out’ can often be an effective strategy – the child is given a time of calm and reflection apart from other children.

- The child may be referred to the Behaviour Mentor to talk through appropriate strategies and to reflect on actions, consequences and personal responsibilities.
- The child may be sent to the appropriate KS Co-ordinator to be spoken to. Persistent breaches of discipline will be dealt with in the first instance by the appropriate Key Stage Co-ordinator.
- The child may be sent to the Headteacher if the Key Stage Co-ordinator thinks that is necessary.
- Parents may be called in to discuss poor behaviour.
- Poor behaviour may be recorded in a behavioural record book. The book is individualised and records good behaviour as well as unacceptable behaviour.
- In the vast majority of cases the class teacher will deal with misbehaviour in the classroom. Serious, ongoing misbehaviour may need to be dealt with through an Individual Behaviour Plan.
- Serious breaches of discipline will be dealt with by the Headteacher. Parents will be consulted at an early stage and are expected to join with the school in helping children to behave appropriately. In extreme cases a written record of a child's behaviour may be kept so that in discussions with parents the nature and frequency of poor behaviour can be clearly defined.
- Very serious breaches of discipline may result in fixed term or permanent exclusion from school.

Despite these strategies, some children may find it difficult to stay within the behavioural guidelines. In such cases the appropriate Key Stage Co-ordinator, Behaviour Mentor or the SENCO, after consultation with teacher and parents, will draw up a Behavioural Support Plan containing relevant behavioural targets.

### **Behaviour Mentor**

In September 2005 a Behaviour Mentor was appointed to St James. The role of the Behaviour Mentor is to follow up unacceptable or inappropriate behaviour by children. This is undertaken after the lunchtime break, when time is set aside for the Behaviour mentor to talk with children who have been misbehaving during the lunchtime break or earlier in the day. The Behaviour Mentor will also communicate with parents as necessary.

A 'Time of Reflection' has been set aside one lunchtime a week for those children who may need to talk through appropriate behaviour strategies with the Behaviour Mentor, it is a time to reflect on actions and consequences. Children who need this time are referred to the Behaviour Mentor after discussion with the appropriate Key Stage Co-ordinator.

Inappropriate behaviour in the classroom is normally dealt with by the class teacher or Key Stage Co-ordinator.

## **Teaching Assistants (Classroom) and Teaching Assistants (SEN)**

In the classroom, classroom and support assistants, whether working with an individual or a group, are working under the direction of the class teacher at all times. This may involve putting into practice recommendations from an IEP if a child has a Statement of Special Educational Needs, or helping a child to meet behavioural targets if he/she has a Behavioural Support Plan. The class teacher will guide classroom and support assistants as to their role in the classroom as regards behaviour.

A teaching assistant on duty in the playground during morning or afternoon break should alert the teacher on duty to inappropriate behaviour so that the teacher can deal with the situation as necessary.

In the playground, during the morning or afternoon break, a teaching assistant *may* be monitoring the behaviour of a particular child. They should alert the teacher on duty to any problems or potential problems. It is the teacher's responsibility to deal with inappropriate behaviour at these times.

### **Lunchtime Supervision of the playground.**

**Lunchtime Supervisors** are responsible for monitoring behaviour in the playground at lunchtime and whilst the children are eating lunch. They have a range of strategies set out in their LTS guidelines.

The purpose of this part of the lunchtime is to ensure that the children can play together safely and happily in a controlled manner. It is essential that the children are watched whilst they play and problems are sorted out before they escalate out of control of either the children or the supervisors. If dealt with properly this part of the lunchtime can be enjoyable and safe. The children need to know that they are being watched and their problems sorted out quickly, fairly and efficiently.

- As the children go out to the playground it is essential that there are sufficient supervisors in the playground to control the behaviour and ensure their safety. There should be at least two supervisors at any one time in the main playground and one supervisor in the infant playground. This is a minimum requirement.
- The playground is divided into three main areas:

*The patio area:* this area is for sitting or playing outdoor chess. Children in this area should not be moving around noisily.

*The skipping area:* this area is for children to play quiet games such as skipping. Children may not run in this area.

*The games area:* this area is set aside for those children who want to play fast moving games. This area should be patrolled well to ensure the games the children play are not dangerous.

*The grass area:* this area is only likely to be used during the Summer term, when the grass is dry enough to play on. The teacher on duty will decide whether the grass is dry enough to use. At lunchtime the Headteacher, or a member of the SMT if the

Head is not available, will decide. Children who don't behave sensibly should be removed from the grass to the playground. If necessary, the whole school may be asked to leave the grass area.

- Children should be encouraged to play together. Where possible they should be introduced to new/old games and helped to learn the rules to play them properly.

During the playtime the children should be watched at all times. It is easier to head off a problem if everyone is vigilant. Knots of children trying to hide around a corner should be asked to come into the main playground where they can be seen. Children should not be allowed to hide behind Class 4 or by the PE shed.

- There are a range of strategies for dealing with bad behaviour. At all times defuse the situation by remaining calm and quiet. Deal with individual children away from a crowd and try to ensure that the children are not allowed to escalate the situation by being rude or obstructive. Always make sure you listen to the explanations of all parties involved. Sometimes a verbal admonition or warning will be enough. If the child needs 'time out' to calm down they should be stood on the line. If a teacher is needed, send a runner to fetch someone. In cases where a child's behaviour is dangerous, or for anything else that you think needs the attention of the Headteacher or a member of the SMT, send the child to wait outside the Head's office and let the Headteacher or member of the SMT know as soon as possible. There is a book in the front office for any supervisor to record any playtime incident that they feel there should be a record of. This could be about a child who persists in 'playfighting', a child who is rude to an adult or a child you are worried about for some reason or other reasons.
- At the end of lunchtime, (1.00pm) the bell should be sent for by a supervisor and rung in the hall to warn the teachers. When the bell is rung the children will stand still. They will then line up with their Lunchtime Supervisor, who will lead their class quietly to the classroom.

At the end of playtime the class teacher should be made aware of any children who have behaved badly *or* particularly well so that the teacher can take further action as necessary.

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Children's behaviour is seen as a partnership between school and home. It is essential that we agree and share the basics of good manners and good behaviour. To this end all children are expected to have high standards of behaviour both in school and away from the building when they go out as representatives of St James School.

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