ST DUNSTAN’S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: BEHAVIOUR

Date: 02.09.2014

Mission Statement

‘St Dunstan’s - excellence in Christian education’

Our School fosters a Christian ethos and provides a high quality of care and education for every member of the school community. Christian values are promoted through the whole curriculum. We aim to motivate everyone to engage fully in the broad range of educational opportunities provided to develop their potential.

We encourage all our children to achieve high standards and to grow as happy, confident, compassionate, independent young people who show respect for others, have a desire to learn and who are eager to make positive and caring contributions to the wider community, its people and environment.

Policy

Our aim is to create, in a context of Equal Opportunities, an atmosphere of trust and happiness in which each child knows that he or she is cared for, is valued as an individual and feels secure. This encourages the development of confidence, self acceptance, personal responsibility and self discipline. Every effort is made to develop a community feeling in which the children show empathy and respect for others, and in which parents, staff and children know that they each play a part in creating a positive environment for all.

At St Dunstan’s we expect the highest standard of behaviour. Success is praised and positively reinforced. The approach of all the staff of the school will be consistent with the school's Mission Statement, aims and policies. All staff will follow the agreed code of conduct and implement the behaviour ladders which are displayed in every class and support area. We will, at all times, endeavour to ensure that the children feel valued by maintaining a positive and welcoming learning environment with a challenging personalised curriculum.

In the day to day running of the school, the implementation of the policy is the responsibility of the Head Teacher and Senior Leadership Team. They must exercise qualities of leadership and management over the whole team of staff who share responsibility for delivering the Policy.
At St Dunstan’s we promote a positive learning culture where children know that effort, good work and good behaviour are highly valued and praised. Rewards and sanctions are clearly set out in our two behaviour ladders which are displayed visibly around the school. (See appendix 1 and 2). As part of the positive rewards, children can earn house points, postcards and ‘Well Done’ Certificates all of which are publicly shared in a weekly Worship.

Anti-social behaviour is never tolerated. On any occasion that it might occur it is made clear to the child that it is their action, considered objectively, that is disapproved of, and that support for the person involved continues as before. On any occasion that punishments are given the reason is carefully explained. The child may be given a warning card, miss playtime, or be sent to a member of the SLT. They may also be asked to record the incident using the school ‘problem solving’ sheet which will later be shared with their parents. A record is kept of any serious incidents and parents are informed and involved at an early stage. The Head Teacher has the authority to exclude a pupil should it become necessary. In such a case the Guidelines of Sutton Local Authority would be followed.

The Governors believe that a clear Behaviour Policy which is well understood by staff, parents and pupils is essential for the smooth running of the school and the individual development of the children. There is also, linked with this Policy, a School Anti-Bullying Policy.

This Policy is subject to review as and when it may become appropriate

Code of Conduct

Is it kind?
Is it safe?
Is it necessary?

Use of Support Staff
In the classroom, teaching assistants will follow the behaviour ladders under the guidance of the teacher. When withdrawing groups or individuals TAs have full authority to use the behaviour ladders.
An amended version of the behaviour ladders are in operation during breaktimes and PE lessons. (See appendix 3 and 4). These will be followed by ALL staff.
Sensitive pastoral care and the maintenance of strong home/school relations are essential. On entry to the School, all parents and children will be expected to sign up to the St Dunstan’s Home School Agreement. A copy of this will be kept on the child’s file and referred to as and when necessary.
GUIDELINES:

**Good Practice and Order**
There is much that we in school can do to encourage appropriate behaviour and to promote good order within the school.

In your relationships with children please try to ensure that, as far as possible, you:

1. Respond positively to children and their ideas.
2. Set high standards in all areas of school life.
3. Make each child feel that s/he has the ability to succeed.
4. Make it clear that each child has a responsibility to direct maximum effort towards their work.
5. Apply rules firmly and fairly.
6. Praise a child so that the praise is related to whatever it is that you are pleased about.
7. Reward and sanction children for a range of reasons - behaviour, work, effort, consideration, etc.
8. Deal with misbehaviour in children anywhere - we all have a joint responsibility for what happens in school.

**Behaviour to be fostered or discouraged**

1. Children are encouraged to move quietly and sensibly around the school, walking at all times. This means not running, barging or shouting, but being ready to help by opening doors, standing back to let others pass and helping to carry things.

2. Children should be encouraged to keep the school clean and tidy so that it is a welcoming place of which we can all be proud. This means making sure that equipment and materials are put away, disposing of litter, keeping walls and furniture clean and taking great care of the displays, particularly of other people's work.

3. Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. At no time should teachers allow fighting, physical or verbal abuse to go unnoticed or unchallenged. The following should always be positively discouraged by staff: physical abuse, verbal abuse (including racist remarks), spitting, "play" fighting and weapons made from play apparatus.

4. All incidents or suspicions of bullying must be investigated and dealt with firmly. If problems continue, the headteacher must be informed. Pupils should be encouraged to tell staff about incidents of bullying or racial harassment of which they are aware. (Please refer to our Anti-bulling policy.)

5. Children are encouraged to be polite and helpful to all visitors to the school.

6. Children are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions.

7. Children are encouraged to take pride in themselves, by caring for their own work, behaviour, appearance and property. This includes clothing, which should be worn correctly or be hung in cloakrooms or placed carefully into a drawer/desk. Out of school, we should remember that the school's reputation depends very much on how the children behave.
8. Children are encouraged to express ideas and opinions and also to be aware of the appropriateness of listening and taking turns in conversations. They are helped to see the need for silence when it is required.

9. Children are encouraged to try at all times, to have confidence in their work and their abilities. They are helped to develop good concentration and work behaviour, and to give of their best. They should be discouraged from interrupting or distracting others, and from working at less than their best.

10. Children are encouraged to use their time sensibly and appropriately. This is important at all times, but particularly so at times of free choice, and playtimes. There are certain rules which should be observed at playtimes:

    **Playtime Behaviour**

**Outside Play Areas**
1. Teachers should ensure that children go outside into the playground and do not remain in cloakroom areas.
2. Children should see an adult before coming into school to use the toilet, or for any other reason.
3. They should use play apparatus appropriately, eg, skipping ropes should not be used to tie people up.
4. The water fountains should be used sensibly.
5. Children should walk in quietly when told to do so.
6. They should not pull or otherwise harm their own or others’ clothing.
7. Only sponge/soft balls are acceptable for playground use but they should not be used in wet conditions. The days for playing football/handball must be adhered to.

**Wet Playtimes**
8. Children should not use scissors, sand or water during wet playtimes. These rules are made for their own safety.
9. Wherever possible, children should be encouraged to occupy themselves sensibly, e.g., by using a stock of wet playtime games, or drawing etc.

**Support Systems**
When dealing with disciplinary matters, members of staff will sometimes need support and guidance from others. The normal “ladder” of support and advice would be
   a) class teacher
   b) senior staff or Deputy Head teacher
   c) Head teacher

**Support Systems for midday supervisors, parent helpers, etc.**

When a midday supervisor, parent helper, or support staff is having disciplinary problems with a particular child, they would normally take their concerns to the child’s teacher and/or the Head teacher or a senior member of staff. The matter would then be followed up using the procedures described within this policy, and midday supervisors, parent helpers and support staff should feel confident that they will have the full support of the teaching staff in trying to address the problem.
The midday supervisors have a ‘playtime book’ for keeping a note about incidents of unacceptable behaviour during lunchtime. The Headteacher/Deputy monitors such incidents.

Parents and Teachers in Partnership

It is important that parents and teachers should work together to encourage the children to show high standards of behaviour and consideration for others at all times. Listed below are just a few of the ways in which parents can actively support the school:

a) Please do your best to reinforce the main aims of our policy at home. Children are much more likely to respond if there is consistency between what is expected of them at home and what is expected of them at school.

b) Please ensure that your child arrives at school in good time and with the equipment that he/she will need during the day (e.g., games kit, musical instruments).

c) Please make sure that your child is properly dressed in correct school uniform and that your child’s clothes and others items of property are clearly marked with his/her name.

d) Please support us by ensuring that time is set aside at home for homework assignments, reading, learning of spellings, etc., and that all work set to be done at home is done to the best of your child’s ability.

e) Please let your child’s teacher know, in confidence, of any circumstances at home which may affect your child’s behaviour or performance in class.

f) Please back up and support any action your child’s teacher may be taking to improve your child’s behaviour. You may wish to speak to a teacher if you need clarification as to why a particular action is being taken, but please do not criticise a teacher or a child in front of your child or any other children.

Agreed Date: March 2015

Review Date: March 2016
Appendix 2

**House Points**

- Visit Headteacher
- Visit SLT
- Postcard home (CT)
- 3 House Points
- 2 House Points
- 1 House Point
- Letter to parents (HT)
Outdoor Behaviour Ladder

Sent to SLT

Problem solving sheet

Red Card & 5 Minutes Time
Out

Yellow Card & 2 Minutes Time

Appendix 3
Appendix 4

Behaviour Ladder

Visit Headteacher

Golden Book

3 House Points

2 House Points

1 House Point