



ST. ANDREW'S CE (VA) JUNIOR SCHOOL



"Promoting Excellence Within a Caring Christian Community"

Behaviour and Self Esteem Policy

1 Introduction

Our school recognises the importance of a positive approach to the behaviour of children in school. We feel that it is important that children's self esteem is built up at every opportunity and that positive behaviour strategies are put in place.

Children should model good behaviour that the school teaches.
Everyone in school is expected to treat each other with respect.

2 Aims and Objectives

We believe that it is important to:

- ☺ foster positive, caring attitudes to one another and the environment
- ☺ listen to each other
- ☺ support anyone who needs help and encouragement and to nurture the self-esteem of all
- ☺ respond in a polite and thoughtful manner to one another
- ☺ treat everyone in our school family with respect
- ☺ follow the Golden Rules

GOLDEN RULES

We follow Jenny Mosely's Golden Rules in our school. These are:

DO

- ☺ be gentle (don't hurt anyone)
- ☺ be kind and helpful (do not hurt people's feelings)
- ☺ work hard (do not waste time)
- ☺ look after property (do not waste or damage things)
- ☺ listen to people (do not interrupt)
- ☺ be honest (do not cover up the truth)

And in the playground:

DO

- ☺ play well with others (do not spoil others' games)
- ☺ care for your playground (do not damage or spoil anything)
- ☺ keep the playground safety rules (do not break the safety rules)

The playground rules are

- ☺ keep within sight and never leave the school grounds
- ☺ don't talk to strangers

- ☺ obey the whistle/bell
- ☺ play sensibly

3 Encouraging Good Behaviour

Many of our approaches are based on the Assertive Mentoring scheme. We have rebranded this scheme '*Promoting Excellence*' and it has been adapted to meet the Christian aims of the school – '*Promoting Excellence in a caring Christian community.*' Establishing and maintaining high standards of behaviour is central to our school. We do this in two main ways. Firstly by praising, which can be formal or informal, in public or in private, and for maintenance of good standards as well as for achievement. Good behaviour is not automatically learned and we teach children how to be excellent.

Secondly by the giving of rewards. A range of rewards are used such as:

- ☺ Golden Time; 30 minutes on Friday afternoon of enjoyable, educational activities for Years 3, 4 and 5.
- ☺ comments, smiley faces, marbles in the jar
- ☺ writing the child's name and achievement in the 'Golden Book'
- ☺ praising good behaviour (not the child) in front of peers and sharing achievements with parents/carers
- ☺ giving responsibility
- ☺ Golden Book assembly
- ☺ Bronze(100), Silver(200) and Gold(300) smiley certificates given about termly
- ☺ Pupil individual targets and class targets
- ☺ Pupil mentoring targets for reading, writing, maths , behaviour and attendance (assertive mentoring)
- ☺ Raffle tickets for good behaviour at playtime
- ☺ Maths wizard
- ☺ Star writer of the week
- ☺ Right on Time
- ☺ Walk on Wednesday – Golden Boot
- ☺ Tidy certificates

4 Unacceptable Behaviour

We recognise that there will be occasions when there will be problems with behaviour for many reasons. When dealing with problems, it is always important to label the behaviour and not the child. Our school has no place for bullying (see the Anti-Bullying policy), violence, harassment (racial or sexual), vandalism, rudeness or bad language.

5 Sanctions

The school has agreed behaviour procedures (see appendix). All staff aim to follow this. The children are also aware of the procedures. It means that any poor behaviour instances are dealt with promptly and consistently and that children are dealt with fairly.

Head Teacher signed:

Chair of Governors signed:

Date: March 2017

Review Date: March 2019

See attached Appendix

Promoting Excellent Behaviour

STEP	BEHAVIOUR	SUPPORTIVE	CORRECTIVE
CLASSROOM STRATEGIES	Shouting out Out of seat Talking at the wrong time Rocking on chair Distracting noises Poor attitude to learning	Examples include We will notice and praise expected behaviour Reward systems – team points, smileys Positive comments - thank, smiles, thumbs up, nods, class and whole school reward systems. *FOLLOW GOOD PRACTICE GUIDE	Polite requests, warnings (no more than three), repositioning, separating positive directional language rule reminders sanction reminders count down
SANCTION 1 FINAL WARNING	Repeated display of behaviours above or other low level disruptive behaviour. Children get TWO warnings. Say do you understand, then move to sanction 2	Praise the positives – other good behaviour by the child Look for required behaviours Look to praise other children	Adult states, ‘This is your final warning. Do you understand? The next time I speak to you it will be a time out.’ Go out to play last.
SANCTION 2 TIME OUT 10 MINUTES LOGGED IN SIMS	Repeated display of behaviours above, but including swearing, misuse of equipment, prejudicial comment (explain to the child, report to the head) or other low level behaviour or aggression e.g. pushing, shoving, nipping, minor intimidation.	The child has time to reflect and calm down. They write down what they did wrong and how they can improve their behaviour. Discussion with SENCO or Learning Mentor for repeated incidents.	The child works on their own to complete the time out record on a separate table in the classroom for 10 minutes. At lunchtime – a thinking space Playtime – stand by a wall
SANCTION 3 TIME OUT ONE HOUR LOGGED IN SIMS	Repeated display of behaviours above, also serious aggression e.g. fighting, seriously hurting others, punching, biting, kicking, swearing at adults, serious bullying, stealing. If behaviour improves return to class. If behaviour still poor proceed to step 4.	Discuss with senior staff. Discussion with SENCO or Learning Mentor – consider SA or SA+ Tracking sheet for persistent difficulties. Consider provision map of support. Consider pastoral support plan.	Child works in a different classroom space up to one hour without disturbing others. Possible removal of treats or playtime. Child records when and why on Behaviour Reflection Record sheet.

SANCTION 4 UP TO HALF DAY ISOLATION	Further repeat of the above behaviours	Child to complete a behaviour worksheet Discuss behaviour with <u>SLT</u> Possibly see Learning Mentor Behaviour Support Plan (report form) Parents informed that behaviour is a cause for concern - discuss concerns and agree targets/support. Consider alternative strategies, inform other agencies.	Inform parents Isolate child
SANCTION 5 ISOLATION FULL DAY	Further repeat of the above behaviours	Meeting with parents and the child	Home school contract to be considered
SANCTION 6 FURTHER ISOLATION IOR EXCLUSION	Further repeat of the above behaviours. A child may be excluded for very extreme behaviour.	Consider Single assessment/CAF. Consider external agency involvement. We will exclude a pupil as a last resort only. Exclusions will build up in length. We will always try to provide support system to bring the child back into the class.	Child must complete school work at home. Complete a return to school meeting with parents and SLT. Home school contract must be revised