

**MORTIMER ST MARY'S CHURCH OF ENGLAND
JUNIOR SCHOOL**

BEHAVIOUR POLICY

Author:

Teaching Staff

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Signed:

A handwritten signature in black ink, appearing to be 'A.H.', written over a horizontal line.

ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all.

AIMS OF THE SCHOOL

The school aims to develop the pupils as rounded individuals by:-

- Providing a learning environment which enables all children to develop their knowledge, understanding and capability of subjects included within the National Curriculum and to achieve the highest possible academic standard for them personally
- Providing a happy, secure environment based on mutual respect and the pursuit of personal development.
- Fostering the qualities of both independence and cooperation with others.
- Helping them to develop as mature adults who demonstrate and value a caring, tolerant and thoughtful attitude to all members of society.
- Developing self confident, enquiring individuals who see education as a continual and enriching life-long process.
- Emphasising the qualities of honesty, courtesy, integrity, perseverance and self-control with a love of life and the world in which they live.
- Assisting them to develop their appreciation and understanding of religious practices and insights in order that they may explore their own spirituality, beliefs and judgement in search of truth.
- Preparing them for a meaningful role in the local and wider community.

Mortimer St Mary's CE Voluntary Aided Junior School Behaviour Policy

As a Church of England school, we work towards standards of behaviour based on the Christian principles of honesty, respect, tolerance, trust, consideration and responsibility. This permeates all aspects of school life and also applies to all school activities including those that take place off-site such as residential visits and school trips.

This policy is a statement of the aims, principles and strategies for behaviour at Mortimer St Mary's Junior School. It provides a framework for the creation of a happy, secure and positive environment in which our children can learn and develop as caring and responsible people. Everyone within the school community has positive contributions to make and all concerned must have high standards, set good examples and apply rules firmly, fairly and consistently.

Principles

- Every child has the right to learn and no child has the right to intentionally disrupt the learning of others.
- We believe in a positive approach to good behaviour in school.
- Children will have opportunities to develop an understanding of appropriate behaviour and codes of conduct through collective worship, the teaching of RE, PSHE, class discussion and involvement with the School Council.

Through our behaviour policy we aim to:

- create a whole school approach to the maintenance of good discipline and behaviour, based on fairness and justice, that is clearly understood and practised by the whole school community;
- help children to develop self-discipline and a responsibility for their own actions;
- promote a happy, secure and safe learning environment;
- develop a positive self-image for all;
- develop an awareness of the needs and feelings of others;
- encourage pride and respect for our surroundings ;
- foster harmonious relationships based on mutual trust and understanding.

Responsibilities

All members of the school community work towards the school's aims by:

- respecting children and adults as individuals, their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and ethnic groups;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- rejecting all conduct involving bullying;

- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- caring for and taking pride in, the physical environment of the school.

Promoting good behaviour

Behaviour can be both positive and negative. This could be both in their learning behaviours or in the way they interact with friends, teachers and the school environment.

At Mortimer St Mary's, we want to reinforce the positive behaviours that we see day in and out with the majority of children. We recognise and celebrate children's achievements, endeavours, effort and attitudes every week as part of our whole school praise assembly.

We use a number of strategies across the whole school to praise and reward positive behaviour

- We notice and comment on good work and good behaviour and show-case it where appropriate.
- House points and other rewards such as stickers, certificates, golden tickets and awards are given to promote positive attitudes and behaviour.
- Star of the Week Awards are given out each week. These certificates can be found on the learning platform and are also put on display in school.
- Each teacher recognises 2 or 3 children per week for praise and these children receive a certificate and sticker in praise assembly on a Friday. These certificates are displayed for the next week in our Praise Gallery in the school hall. After this time, they are taken down and the children are given their certificates to take home.
- A Headteacher's praise award is given to children who have made an *extra special* contribution to school life at Mortimer St Marys. In the same way as teacher's praise, it can be given for a wide range of things such as academic achievement, attitude to learning, positive use of school values, effort, contribution and collaboration with others. At the end of the term, all children who have received this award are taken out on a special trip in recognition of their extra special contribution. We believe that an extra special contribution to our school should be recognised in an extra special way. Children are usually taken to the cinema in the Autumn and Spring terms. In the summer term, they are given a pool party using the school swimming pool.
- Parents are also sent a text message when their child is given any of the following awards (star of the week, Headteacher praise award, pen licence award)

Golden Tickets

Children can earn golden tickets for displaying excellent positive behaviour at lunchtimes, exemplifying our school values. Any member of lunchtime staff can award golden tickets. Children should write their name on the back of the golden ticket and put them in the golden ticket jar in the hall. At the end of term 5 golden tickets will be picked at random by the Headteacher – these children will be invited on the end of term Headteacher praise event/trip. All other children will earn an extra house point for every golden ticket they have earned.

Sanctions

At Mortimer St Marys, we recognise that there needs to be a differentiated approach to negative behaviour and the actions taken for different levels of behaviour will require different responses.

Sanctions are used to ensure that a consistent approach is applied across the school.

Sanctions/Behaviour Cards



Low level negative behaviours should be tackled verbally by all staff in school. In most cases, this will be sufficient to stop the negative behaviour. Persistent low level negative behaviours may result in a final verbal warning and the use of the white card sanction.

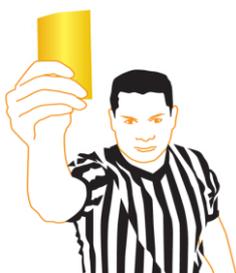
The white card is a **final warning** to pupils after an adult has given sufficient verbal warnings for identified behaviours. Children who have not stopped this behaviour following verbal warnings will have their name placed on the white card. White cards can be given by any adult in school.

White cards will be recorded

- On the classroom board
- On the lunchtime board
- The assembly/playtime/lunchtime record so it can be passed to classteachers

White cards will be given for the following behaviours

- Not following school/playground rules
- Not upholding school values
- Being indoors when you should be outside
- Not listening to adult instructions (includes drinks, toilets, trainers)
- Running in school
- Shouting out/calling out/not cooperating promptly
- Not completing work/tasks to good effect
- Lateness/time wasting (including not going straight into class at the appropriate time)
- Misuse of school property
- Not standing still when the whistle is blown
- Talking in the line, talking in assembly



Yellow card – If negative behaviour continues following the white card, pupils will be given a yellow card. This means that the pupil will miss **20 minutes of their next break time or lunchtime session** in the meeting room/outside the heads office.

Parents will be notified of yellow cards by teachers .

Yellow card slips will be sent home.

Yellow cards can be given for the following behaviours.

- Not completing homework
- Lying or being deliberately dishonest
- Persistent disruption of learning
- Misbehaviour in the toilets
- Misbehaviour in the changing rooms
- Persistent calling out/rudeness
- Name calling or unkind and abusive language
- Goading other children
- Being defiant/ not following adult instruction
- Play fighting



Red card – If negative behaviour continues following the yellow card, the pupils name will be written on to the red card. This means that the pupil will miss **20 minutes of the next 2 break time or lunch time sessions** totalling 40 minutes in the meeting room/outside the heads office.

Parents will be notified of red cards by teachers by telephone or in person .

Red cards will be given immediately for the following behaviours.

- Misuse of the internet or the learning platform
- Serious breaches of the school's behaviour policy
- The use of swearing or aggressive language
- Bullying including cyber bullying
- Persistent disruption, defiant misbehaviour/ not following adult instruction
- Acting aggressively
- Intentionally causing damage such as damaging equipment or the premises
- Persistent and serious level of non-cooperation
- Stealing

Exclusion will be considered for the following behaviours which are regarded as extremely serious

- bullying, both physical and verbal, and aggression toward others;
- swearing and abusive language, racist name calling;
- vandalism – causing deliberate damage to property or the environment;
- stealing;
- any kind of inappropriate physical interaction towards other children or adults

Parental involvement

Our success as a school depends upon the partnership between parents, staff and children.

We expect parents to be involved in promoting good behaviour by:

- setting a good example in their relationships with all members of the school community, working in partnership with teachers giving support to our policies and events;
- developing a social conscience in their children so that they have respect for others and the environment;
- promoting their own good models of positive behaviour when speaking to staff in and around the school environment

Playtime and Lunchtime procedures

It is important that children demonstrate high standards of behaviour, both in and out of the classroom and that they follow instructions and procedures from all staff, whatever their role. Lunchtime staff liaise regularly with class teachers, members of Senior Leadership and the Headteacher. Children who are unable to manage their own behaviour at lunchtimes may require additional intervention and support through the use of the Pupil Passport system. In extreme cases, and for persistent bad behaviour at lunchtimes, it may be appropriate for the child to be taken off-site, by a parent/carer, for the duration of the lunchtime break.

Bullying

Bullying in any form is totally unacceptable and will not be tolerated. Any incidents will be dealt with promptly and direct action taken. The child who has been the victim of the incident will be supported and sanctions taken against the bully (see Anti Bullying Policy).

Monitoring and Evaluation

The monitoring and evaluation of this policy is the responsibility of all members of the school community, but is a particular responsibility of the Headteacher and Senior Leadership Team. This will be achieved in a variety of ways:

- discussions on behaviour and progress will be held as appropriate
- regular observation of playground and classroom environments
- regular monitoring of recorded incidents
- reviewing standards of behaviour and thus the quality of learning environment throughout the school

Please also refer to the following in conjunction with this policy : Home-school agreement
Anti-bullying policy

Appendix 1- key principles to help improve school behaviour

Appendix 2 – Governors Behaviour Statement

Key principles to help improve school behaviour

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school values and class rules clearly in classes and around the building. Staff and pupils should know what they are.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff and children.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
- Ensure TAs and lunchtime controllers are aware of and follow the behaviour policy

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Classroom

- Display rules in the class - and ensure that the pupils and staff know what they are.
- Have a system in place to follow through with all sanctions and rewards
- Have a visual timetable on the wall.
- Follow the school behaviour policy – be clear and consistent

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Differentiate.
- Have clear routines for transitions and for stopping the class.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.
- Understand pupils' special needs.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. This statement is to be offered as guidance for the headteacher in composing Mortimer St Mary's CE Junior School's behaviour and discipline policy by stating the principles which governors expect to be followed.

GOVERNORS' STATEMENT of BEHAVIOUR PRINCIPLES

We believe that good behaviour is essential to allow all our pupils to achieve their full potential. We expect high standards of behaviour as these promote effective learning; effective teaching and learning promote good behaviour. No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others. We believe that all pupils have the right to feel safe in our school.

We expect pupils to uphold the good reputation of the school outside the gates and in the wider community. We expect the school to work with parents, carers and pupils to commit to these principles, as demonstrated by the Home School Agreement.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that some pupils may need to receive extra support to achieve the expected standard of behaviour.

We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below the expected level as laid down in the school rules. These rewards and sanctions must be applied consistently and fairly. However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual pupil and the headteacher is expected to use discretion in their use.

The school has an effective behaviour policy developed by our headteacher through consultation with governors. This policy state the code of conduct and the rewards and sanctions used.