St Andrew’s Maghull CE Primary School

Behaviour Leadership Policy
**Behaviour Leadership**

This policy is one in a series which states how teaching & learning will happen in St. Andrew’s.

**Rationale**
As a school we believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote appropriate behaviour in others.
The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning.

**Policy:**
This policy is one of a series that support the Behaviour Leadership in the school and must be considered along with the Home School Agreement, Anti-bullying Policy, Equal Opportunities policy, Marking policy and Safeguarding Children and Child Protection documentation.

**Aims:**
We aim to:
- Ensure consistency of care
- Be fair and be seen to be fair
- Treat everyone with respect
- Have clear expectations and strategies to ensure they are met
- Provide planned activities which motivate all to learn, both academically, socially and emotionally

**Responsibilities:**
Behaviour is the responsibility of everyone in St. Andrew’s – pupils, staff and parents. These responsibilities are spelled out in the **Home-School Agreement**.

**Rewards and sanctions:**

**Rewards**
All children will receive an immediate positive response for those behaviours we wish to encourage.
- To reward good work, good behaviour and positive attitude, children are sent to the Headteacher for praise and stickers.
- At Friday assemblies two children in each KS1 class and one child in each KS2 class will be presented with personal certificates for attitude, work or behaviour
- Good work produced during lessons will be shared with other staff, always conscious of the need to minimise disruption to other classes
- Children who produce exceptional work, demonstrate kindness, support other children or demonstrate positive attitudes will, at the discretion of class teachers or support staff, be sent to the Headteacher. A note will be sent home to inform parents or carers of the child’s success and the child will receive a Headteacher’s Award sticker.
Display – children’s work will be presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort. Displays can:

- Create a sense of belonging
- Enhance learning
- Motivate towards further learning
- Aid recall
- Celebrate and affirm success
- Stimulate further thinking

Marking – Within class the next steps marking will be used to build on success and encourage by its comments. (see marking policy)

Sanctions

We will begin each day afresh. Pupils will be aware that loss of playtime will be built up over the week.

Health and Safety of all pupils is of paramount importance and as such must be the ultimate measure of the necessity to sanction pupils. This may result in a small number of pupils being excluded from external visits, residential visits or certain activities within school following a detailed risk assessment.

All children will be made aware of the sanctions for inappropriate behaviour, lack of effort or poor attitude. If behaviour is inappropriate or unacceptable we will follow guidelines appropriate to the age and development of the child.

Foundation Stage:

- A reminder of the appropriate behaviour - use of exemplar behaviour to reinforce the desired outcomes
- Loss of Golden Time
- Names noted by the teacher
- In extreme cases – time out facility within the classroom

Key Stage One:

- A reminder of appropriate behaviour
- If poor behaviour persists child’s name to be noted a second time. The child will miss 5 minutes of next available playtime
- If poor behaviour persists there will be a loss of playtime, up to 15 minutes depending on severity of disruption caused – child to be supervised on playground
- In really extreme cases e.g. refusal to follow teacher’s direction, time out facility with Mrs Kerwin or Mrs Dwan (Child to bring work to be completed during time in other class). This will result in personal contact with parents or carers by class teacher verbally or by letter
- If behaviour still persists child will be referred to Headteacher or Deputy Headteacher when individual behaviour targets will be set
- Persistent unacceptable behaviour will be reported to Headteacher who will inform parents or carers
Key Stage Two:
- Follow above procedures
- If 3 playtimes are missed in any one week child will be sent to Headteacher and parents will be informed. An individual behaviour plan will be prepared

PLAYGROUND BEHAVIOUR:
Inappropriate behaviour most often occurs during playtimes. In an effort to minimise difficulties:
- children in Year 6 are trained as ‘play leaders’

BEHAVIOUR OUT OF SCHOOL:
The same standards of behaviour are expected of pupils in and out of school. It is recognised that while out of school on day trips, residential visits and going to and from school bad behaviour reflects adversely on the school’s reputation in the community. Should pupils behave in an unacceptable manner while out of school the behaviour will be reported immediately to the Headteacher who will write to parents or carers. Such behaviour may result in the pupil being excluded from other activities outside school.

Some forms of behaviour are deemed totally inappropriate and will warrant sending to the Headteacher immediately. These include:
- Violence or aggression to other pupils or a member of staff
- Aggressive language and behaviour
- Complete refusal to co-operate
- Racist remarks
- These forms of behaviour will be recorded and dated by the head and parents will be informed. Depending on the severity or number of occurrences the head will decide on the sanction imposed. These will include:
  - Use of a weekly or daily Report Card which will be required to be signed each day or week by a parent or carer
  - Recorded visit and internal exclusion
  - Fixed term lunchtime exclusion (reported to Governors and LEA)
  - Meeting between parents or carers, child and governors
  - Fixed term exclusion between 1 and 45 days per year (reported to Governors and LEA)
  - Permanent exclusion (reported to Governors and LEA)

Sustaining an effective Policy:
Staff will:
- Be watchful and observe social relationships between pupils in the class
- Keep records of any bullying incidents and take appropriate action as outlined in anti-bullying policy
- Discuss with colleagues potential problems or trigger factors
- Record all instances of racial harassment as outlined in Equal Opportunities policy

Monitoring, Review and Evaluation:
This policy will be monitored by Senior Management Team annually to check effectiveness and to ensure that it is current and relevant.

Updated & Reviewed: September 2018