



# St Ann's Primary School

## BEHAVIOUR AND DISCIPLINE POLICY

**To be reviewed October 2021**

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## **Statement of intent**

At St Ann's Primary School we believe that we promote good behaviour by creating a positive caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

It is our core belief that building and sustaining positive relationships amongst the school community promotes positive behaviour. Within this framework we all have rights and consequent responsibilities. To help us to work together we have rules and routines that we must all understand and attempt to adhere to.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

### **1. Aims and Objectives**

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure;
- The school expects every member of the school community to behave in a considerate way towards others;
- We treat all children equally and fairly and apply this behaviour policy in a consistent way;
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community;
- The school rewards good behaviour, as it believes that this will sustain an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Appropriate behaviour should be acknowledged and rewarded and positive behaviour management strategies should be regularly reviewed
- The whole school community is responsible for supporting children/young people as they strive to change and manage their behaviour
- Whole school systems of support promote consistency and increase staff confidence in managing children's/young people's behaviour

- all of us are responsible for our own behaviour at all times
- we have a responsibility to seek to support a child/young person to change by enlisting support from their parents/carers and relevant outside agencies
- every member of the school community is respected and their contribution valued
- the language of rights and respect is embedded in all that we do

## **2. Rights of children**

All children have the right to:

- be treated with respect
- be safe
- learn
- make mistakes
- be listened to

## **3. Responsibilities of children**

Children/young people should aim to:

- be able to say what the school/class rules are
- be able to say what their individual targets are
- accept responsibility for their own actions and words/own their mistakes
- allow others to make mistakes
- behave in a way which keeps themselves and others safe
- treat all other members of the school community with respect and take care of property and the environment around school
- have an understanding of appropriate and inappropriate behaviour
- be willing to work hard
- allow others to work in a calm, purposeful atmosphere
- follow instructions from adults
- give opinions in a constructive manner
- listen to others
- ask for help if they are finding it difficult to manage their behaviour

## **4. Rights of adults that work in the school**

All staff who work in school have the right to:

- be treated with respect by all others in the school community
- be supported in dealing with any difficulties that they encounter by their colleagues, managers and outside agencies
- be listened to
- teach in a friendly and safe environment
- be made aware of the school's policies and practices
- receive training to increase skills

## **5. Responsibilities of adults that work in the school**

All staff who work in school should:

- seek to build relationships with all the children/young people in their care and to treat them fairly
- use positive language in their interactions with children/young people and see their own behaviour as a model for others
- plan and consistently use incentives and consequences, as part of the whole school policy
- update their skills regularly by attending training, as identified through their PDR or at the direction of the Head Teacher
- contribute to a calm, positive and purposeful school environment where individuals have a sense of belonging and where learning potential is achieved
- take active steps to reduce confrontation by consistently using the language of choice, and rights and responsibilities
- seek support to address inappropriate behaviour that they witness or is reported to them from colleagues, agencies and/or parents, as appropriate
- provide appropriate, stimulating, differentiated learning experiences through a variety of teaching methods
- follow behaviour management plans for children/young people with identified SEB difficulties
- intervene at a whole class level to support the SEBS development of the children/young people in their care
- inform parents/carers of concerns and seek their support to effect change
- listen to others, give opinions in a constructive manner, try new approaches and support their colleagues and managers
- be aware of and adhere to the Behaviour Policy, its practices and procedures

## **6. Rights of parent/carers**

Parents/carers have the right to:

- be treated with respect
- be kept informed about their child's progress
- be listened to
- have access to information on the school's approach to behaviour
- have concerns taken seriously

## **7. Rights & Responsibilities of Governing Bodies**

- To ensure whole school implementation of the Behaviour Policy
- To regularly review the effectiveness of the policy
- To support the Head Teacher in implementing the policy

## **8. Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the class incidents book

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Further information

## Appendix 1

### Strategies used to promote positive behaviour

The school has its own school rules based on “RESPECT”:

- We show respect for others
- We look after property
- We are kind and helpful
- We have good manners
- We co-operate with each other
- We have high expectations of ourselves and others

The school has a system of rewards:

- Each child has a stamp chart
- A reward is given as a stamp
- When each section is full the Head Teacher awards a badge and certificate in assembly.
- There are 6 levels of award.

Star of the week:

- A child is chosen by the class teacher and/or the class

Class Stamp Chart:

- Rewards are given to the whole class on completion of the chart

Special Mentions Assembly:

- A weekly assembly takes place where one child from each class is selected.
- Parents are invited to this assembly.

The school has a system of sanctions: RED/YELLOW CARDS:

- There is an agreed ladder of intervention and behaviour management strategies.
- Inappropriate behaviour is given a YELLOW card.
- If this happens on three occasions on the same day, the child receives a RED card.
- A child who receives a RED card misses the following morning play time.
- If a child receives three RED cards in one half term, parents are informed and invited into school to discuss behaviour with the class teacher.
- In some cases a behaviour diary would then be completed for each lesson and playtime. This would be sent home daily to parents.
- If the child continues to receive additional RED cards, parents are informed and are invited to discuss the child’s behaviour with The Head Teacher.
- Five incidents will result in SMT involvement and further high intervention.

Exclusion of Pupils:

- In extreme cases, the Head Teacher or Acting Head may decide to exclude a pupil. Details of this procedure and implications for cover are included in the policy "Exclusion of pupils".

Signed by:



Headteacher

Date: 18.10.20