



The Village Saints Partnership

Academy behaviour procedures

Policy Principles for The Village Saints Partnership

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the guidance stated here define the boundaries of acceptable behaviour. We accept that children will test these boundaries and, whilst the child's behaviour may not be acceptable, the child ALWAYS is. We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire. We must promote among pupils' self-discipline and a proper regard for authority, we must help children learn that any form of bullying is unacceptable, that tasks assigned to them in connection with their education must be completed and that good behaviour is expected at all times.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently because children are unique individuals and are therefore responded to as such. In The Village Saints Partnership, our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- Smart uniform and appearance (all - but do notice shoes, socks, hair and jewellery)
- good behaviour
- effort in learning
- politeness and manners
- personal qualities such as helpfulness, kindness, perseverance, consideration to others
- following school and class rules
- good attendance
- anything which is noteworthy

POSITIVE BEHAVIOUR STRATEGIES

We are keen that well behaved children receive recognition for their good behaviour

- Listen to all involved, take dated notes
- Intervene as quickly and effectively as possible to diffuse conflict
- Use humour - it builds bridges and helps prevent the atmosphere becoming hostile
- As far as possible, ensure the children feel the conflict has been fully resolved

- Restore a calm atmosphere - it reduces tension and no-one feels less valued within the group.
- Verbal praise – indicating what is good
- Stickers
- Good behaviour commended verbally in class and around the school
- Examples of good practice identified and used as a model for others. Praise children who follow the class rules and those who always go above and beyond
- Children visit other staff or the Head teacher for recognition, and reward stickers etc.
- Good behaviour is recognised within the class reward systems (Dojo team points for specific expectations – displayed on the IWB and seen)
- Comments in reading record/ homework book or on Dojo (not home/school behaviour book)
- 'Catch' them being good
- Whole school assemblies are used as a celebration of children's achievements
- Informal and formal (certificates) praise is given to parents about their children's behaviour
- Private praise
- Unconditional 'strokes' (verbal) e.g. How did your football team perform at the weekend?
- Have consistently high expectations of all children
- Always apply this policy and class/ school rules consistently
- Golden book

NEGATIVE BEHAVIOUR STRATEGIES – TO BE AVOIDED

BY STAFF

- | | | |
|-----------------------|---|---|
| • Sarcasm | - | damages the adult and the child relationships |
| • Humiliation | - | breeds resentment |
| • Shouting | - | diminishes the adult. We never shout. |
| • Over-reacting | - | the problem will increase |
| • Blanket punishments | - | the innocent resent them |

EXPECTATIONS WITHIN THE CLASSROOM

- Agreed class rules (with photos and reasons) on display (with photograph and reason), frequently referred to and discussed.

We expect all staff to:

- Be aware of appropriate seating arrangements in class and in worship
- Children will stop and listen when an adult raises their hand
- Have clear wet play procedures displayed
- Model and specifically teach positive behaviour, social interaction and good manners

We expect children to:

- Maintain good attendance – tell parents of success
- Always wear smart school uniform (including for PE)
- Remain on task with an appropriate noise level taught
- Move quietly around the classroom without disturbing others
- Respect classroom and school resources and other people's property

- Be polite at all times and not answer back
- Listen to the teacher when required to
- Listen to others and show respect for everyone in the classroom
- Do their best at all times in order to achieve the highest standards possible

AROUND THE SCHOOL

For the safety of all concerned, we need to maintain a calm atmosphere around the school.

We expect staff to:

- Take responsibility for the behaviour of ALL children and where necessary, inform his/her class teacher of the child's behaviour (**positive** and negative)
- Encourage and praise the expected behaviours
- Lead classes through the school
- Avoid the need to talk to children or other members of staff during worship, unless the matter is urgent
- Ensure their class is seated appropriately in the hall leaving enough space for other classes to enter and sit down. Children walk in, all standing until teacher says sit down
- Maintain the expected behaviour before, during and after the daily act of worship.

We expect children to:

- Walk sensibly, with hands behind backs, silently and in a line
- Enter and leave worship **silently** in a single line
- Sit attentively in worship and respond appropriately to questioning, singing etc
- Take responsibility for their own behaviour
- Treat all school resources with respect
- To open doors or stand aside for adults, pass door to children behind
- To acknowledge adults and greet them politely and warmly

VISITS OUT OF SCHOOL

Children will be expected to:

- Walk sensibly, in a line, often with a partner
- Sit sensibly on coaches/seats in buildings
- Remain in the group prescribed and stay with the allocated adult
- Remember they are ambassadors for the school and same school expectations for behaviour apply

Staff are expected to:

- Ensure that each child is frequently accounted for throughout the duration of the visit
- Have 'Emergency contact numbers' with them in case of need
- Ensure a Risk Assessment has been carried out on the place to which they are going and to complete the school's Educational Visits' Checklist – both of these to be handed to the Head teacher **at least a week** before the visit takes place
- Ensure relevant medical conditions of children are documented carefully and any care plan, which contains photographs and details of children's needs are brought to the attention of staff taking the class, groups or individuals.

- Ensure on overnight stays that members of staff have clearly defined duties with regard to care of the children.
- Plan breaks on long journeys for the comfort of the pupils
- Take a first aid kit, bucket, dustbin liners, rubber gloves, bottle of water in case of travel sickness
- Keep any medicines safely stored for the duration of the visit
- Ensure children take their medicines at the required times (children are also expected to remember to take these)
- Ensure that children have an adequate intake of liquid and food throughout the duration of the visit.
- Wherever possible facilitate safe passage across roads by lining children along pavements and crossing together as a class/group.
- Inform the school office of any changes that occur during the visit

TRAVELLING TO AND FROM SCHOOL & BEHAVIOUR OUT OF SCHOOL

Children will be expected to:

- Dismount and push bikes/ scooters once on site through first gate
- Be polite to all members of the public
- Respect other people's property
- Use appropriate language and behaviour
- Be considerate to others using the pavements e.g. politely moving out of the way if necessary.
- Non-criminal poor behaviour and bullying off site, including online, that is witnessed by a staff member or reported to the school will be treated in the same way as if it had happened in school

IN THE PLAYGROUND

Staff will:

- Take responsibility for all children, ensuring all are watched by positioning yourself appropriately and/ or ensuring children are clear about their boundaries
- Commend good behaviour
- Take the necessary action for undesirable behaviour
- Playtimes and lunch times will start and finish on time to ensure no loss of learning time.
- At lunch time children will be supervised by staff who will assure that children line up appropriately. Children will be in class and ready to learn at 1pm.

Children will be expected to:

- Play outside
- Play together ensuring the safety of each other
- Avoid all rough and harmful games (no contact)
- Create harmony by avoiding name-calling
- Respect the adults and playground helpers on duty, telling supervisors if something has happened rather than taking the issue back to class
- Respect playground equipment

- Stand sensibly in their allocated line positions once the whistle has been blown once at play, twice at lunch
- Address the lunchtime supervisors respectfully
- Behave appropriately and demonstrate good manners
- Develop their social skills
- Use the toilet during breaks, asking an adult before leaving the playground

SOCIAL SKILLS

We recognise that good social skills and high levels of pupil self-esteem have a direct link to high standards of behaviour.

We place great importance on the promotion and modelling (direct teaching) of good manners believing that this creates a climate of mutual respect and consideration.

We aim to help children to develop the skills needed to resolve minor disputes and difficulties themselves through a variety of ways.

CONSEQUENCES

It is important that children know, and are reminded of, what is acceptable and what is not acceptable behaviour, both within classrooms and around all other areas of the school. If a rule is ignored or broken, the sequence of consequences listed below are to be followed. The purpose of this is to maintain a positive learning environment and to help children take responsibility for their own actions and behaviour. All children should be aware of the consequence steps. When pupils do misbehave we should respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

WHO CAN APPLY SANCTIONS?

The legal powers established in the Education and Inspection Act 2006 specifies that teachers and other staff have the authority to enforce disciplinary penalties. These penalties can be applied if a child fails to follow a school rule, an instruction given by a member of staff, or for any other reason that causes a child's behaviour to fall below the standard which can be reasonably expected of them.

Sanctions following unacceptable behaviour to deter further misbehaviour, keep everyone safe and improve behaviour:

This sequence is subject to change if the problem is serious.

1. Non-verbal signal
2. Warning with rule reminder (verbal)
3. 2nd Warning- card given Maximum of one warning card a day. Repeated warning card goes straight to time out in class.
4. Time out in classroom (maximum 5 minutes, **logged on a class list**). The child will be withdrawn to work on his/ her own for a short period in the classroom.
5. Repeated unacceptable behaviour or a single usage of inappropriate language will result in time out in partner class (maximum 15 minutes, logged on a slip which will be passed to the HT at the end of the day with the behaviour recording slip below). Class teacher will inform parents and request that they collect the child from the office at the end of the day to discuss this behaviour. This should not be done in public, in front of other parents. If the parent really can't make it to school then the teacher should have a telephone conversation with them. Key points and actions discussed in person or on the phone should be recorded on cpoms.

6. If a child needs a second time out in a day they should complete the rest of the day's learning in another class.
7. Repeated poor behaviour that takes place outside will result in the rest of lunchtime spent inside and/ or further partial loss of lunch time on the following day. HT/ DHT will supervise if present, otherwise class teacher
8. From KS2: Hitting/ kicking/ physical violence will result in time out of class for the rest of the day (in partner class), parents requested to collect their child at the end of the day and the child will be given a period of school based community service which may include cleaning/ tidying/weeding type activities to take place during recreation time or after school (in agreement with parents). This includes violence as a response to violence (i.e. retaliation). Before the child returns to class they will discuss with a senior teacher/ SLT steps that can be taken to prevent the same situation occurring again. Children younger than Y3 will receive a time out as in step 5 above.

Y3 and below time out in partner class for the rest of the day.

9. Three time outs in a day will result in a day internal exclusion in our partner school or a fixed term exclusion, followed by a conversation with a senior teacher/ SLT steps that can be taken to prevent the same situation occurring again.
10. After 3 time-out slips during a half term a letter will be sent home to parents and they will be invited in to discuss their child's behaviour again. Each new half-term will be considered a fresh start.
11. After three warning letters in a half term a temporary exclusion may result.
12. If bad behaviour continues further exclusions and even a permanent exclusion may be necessary. For serious aggressive or defiant behaviour the head teacher reserves the right to proceed straight to exclusion. Exclusions will be documented internally and for DEMAT, and appropriate letters will be sent home.

Time Out Slip

Name of child:Class

Adult issuing slip:

Date: Time:

Reason:

Sent to: For:15 minutes

Time of arrival: Time of return:

Class teacher informed parent at: Time.....

Parent discussed behaviour in person/ on the phone and recorded on cpoms.

Class teacher signature:

Behaviour Incident Recording

Child(ren):		Date & Time	
Time	Tick	Location	Tick
1 st Session		Corridor	
Playtime		Classroom	
2 nd Session		School Hall	
Lunchtime		Playground	
Afternoon Session		Field	
Behaviour	Tick	Consequence	Tick
Leaving seat without permission		Moved to another classroom	
Violent behaviour		Internal Exclusion	
Leaving classroom without permission		Loss of Breaktime	
Swearing		Loss of Lunchtime	
Damage to property			
Verbal abuse to staff/children			
Refusal to do as asked			
Disturbing others learning			

Supporting children with additional behavioural needs

1. In the first instance staff should refer day-to-day behaviour concerns to the deputy headteacher or the Inclusion Leader
2. Children with additional needs are identified by teachers and referred to the SENDCO. A consistent management plan may be written, in consultation with parents, to support learning and teaching and to ensure that all adults working with the child are aware of the problems and how they are being tackled.
3. Where necessary specialist advice will be sought.
4. Parents will be involved where children's behaviour is persistently difficult and limiting both their own learning and that of others.

Daily order

Children enter school and immediately engage in early work.

Sitting on the carpet is not encouraged.

Water bottles should not distract from learning; however, children need to have free access to water (only water). Class teacher to manage access to bottles, in class.

At break time children should take their snack, collect their coat and go straight outside.

Children should use the toilet during break time.

From Y1 on return from break (and after lunch) children should stand silently behind their chairs until asked to sit by their teacher.

Before lunch Grace should be said in class.

Children should be lined up and led to lunch/ outside/ to worship silently.

Children should not return back into school during lunch/ break without specific permission to use the toilet. If teachers wish to have children in class during these times they must always be with them to supervise.

A prayer is said in class before home time. Children should move in silence to their destination, led by an adult.

Appendix 1

Rules in our Partnership

- Be kind to one another
- Respect yourself
- Respect others
- Respect the school environment and equipment.

Dining Room Rules

- Remember to say 'please' and 'thank you'.
- Talk in a quiet voice.
- Eat your food with cutlery.
- Swallow your food before you speak.
- Clear up any mess that you make.
- Take home any of your packed lunch that you haven't eaten.
- Enjoy your meal. Take time to enjoy it and finish before you leave the table.

Outside Rules

- Listen to each other and answer politely and quietly.
- Always walk in the bandstand and Y6 in the quiet garden. (St Martin)
- Share and follow the rules of the games.
- Stay where you can be seen by an adult.
- Remember to go to the toilet and have a drink before learning starts again.
- Tidy up when it is time.
- Stop and listen when the whistle blows.
- Walk quickly, silently and safely to your class line before leaving the playground.