



ST. JOHN'S MOSLEY COMMON C.E. PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY AND GUIDELINES

At St John's Mosley Common Primary School we promote high standards of behaviour in all that we do. We have high expectations for all members of the school community, which is underpinned by a positive school ethos that promotes our Christian values.

It is our firm belief that pride in achievement and personal, individual success builds self-esteem and develops a culture based on the learner's desire to do their best.

Philosophy

At our school we have high expectations in all areas of school life.

- We encourage each child to live in a society as an individual but to respect the rights and needs of others.
- We endeavour to provide our children with work which is matched to the needs of the individual and promotes a love of learning.
- We believe that every child has the entitlement to feel safe and secure in school so they have the confidence to face new challenges and develop their full potential.
- We believe that no child should suffer humiliation or belittlement from their peers or adults.
- We encourage all children to develop their self-discipline and to be responsible for their actions.
- We believe in working in partnership with Parents/Carers to implement our positive behaviour policy.
- We believe that all children have the right to an inclusive education.

Our Expectations for Good Behaviour

At St John's Primary School, to ensure our school community is safe and promotes an environment that enables high quality teaching and learning to take place, we devise a class charter to promote the children's understanding and ownership of expected behaviour

We expect children to:

- Follow instructions the first time they are given.
- Carry out their work to their best standard in the time given.
- Move around the school in an orderly manner.
- Take care of all property in school and in the school grounds.
- Use good manners to be respectful and sensitive to others.
- Be truthful, caring and a positive role model to other children.
- Approach challenges with a positive attitude

Encouraging Good Behaviour and Raising Self-Esteem

All children are unique and our main aim is to develop the full potential of every child. We believe in reinforcing the positive achievements of our children in all aspects of life: personally, emotionally, socially and academically.

Positive Strategies Used at St John's Primary

We use a wide range of strategies which include:

In Class – use of praise and public acknowledgement of positive behaviour.

- Use of stickers, charts, treasure boxes etc
- Sending children to other classes to share good work, positive behaviour etc
- Star Assembly – every Friday morning where we celebrate work, behaviour and achievements. Parent are notified and invited to attend these assemblies.
- Attendance awards are also presented to promote regular attendance.
- We use House Points to reward children for positive behaviour.
- Class rewards – stickers, smiley faces, verbal – own system that works with the class
- Verbal / note to parent
- Sent to coordinators / senior leaders for praise
- Sent to Head teacher for praise
- Verbal recognition from all staff to reinforce positive behaviour and respect for ALL adults and each other.

The children in **KS2** (Years 3, 4, 5 and 6) are using a clip chart to monitor and reward positive behaviour, whilst discouraging negative behaviour. A consistent approach by **all staff** who work the children in KS2 will ensure we see an impact very quickly.

Each child will have a clothes peg with their name on it. Every child will begin each day on the green 'Ready to learn' section. Their pegs can be moved up and down throughout the day based on their behaviour. A warning will be given before being moved down. If the child demonstrates the positive behaviour asked of them, their peg will remain on the level they are on. If they do not demonstrate the behaviour asked, their peg will be moved down to the next level. Their peg can be moved back up again by demonstrating consistently good behaviour.

Individual Needs

Some children do experience difficulties in conforming to school rules at times in their school life. Although we do not condone misbehaviour, we appreciate that children can have significant social and emotional difficulties at some stage of their time at school and they need to be treated with care and consideration to help them overcome these.

We provide a well structured PSHCE curriculum which explicitly teaches about behaviour management, team building etc and underpins our CAN DO culture. We provide a high level of pastoral care for all our children and for individuals who are experiencing challenges, we may devise an individual strategy that contains explicit rewards and sanctions tailored to the needs of the individual.

Lunchtimes

During the lunch break, children are supervised by midday assistants, both in the dining room and on the playground. During wet breaks supervision is in the classrooms. The midday staff have undertaken relevant training and follow this policy.

Play leaders organises specific activities for the children during the lunch break.

Class teachers are informed of any behavioural issues at the end of lunch. If there is a serious issue at lunch time, the midday supervisors will liaise with a member of the Senior Leadership Team.

Lunchtime and Playtime rules

- Children should play within the boundaries of the playground and on the grass when instructed to.
- Children must go outside at break unless they are involved in a specific activity, authorised by the Class Teacher.
- If it is a wet playtime / dinnertime, children should remain in their relevant areas under the supervision of a member of staff.

What happens if things go wrong?

Our aim is to reset behaviour without escalating it and minimise the learning time that is taken to do this. All staff follow the flowchart to ensure that children receive a consistent approach.

Flowchart of classroom behaviour steps for EYFS KS1 and KS2

- 1) Rule reminder to reset expectations
- 2) 1 Warning about behaviour being unacceptable
- 3) 5 minutes off break/ dinner/ (EYFS time out)
- 4) 10 minutes off break/ dinner (EYFS another 5mins timeout)
(from this point onwards parents will be informed at the relevant time)
- 5) Sent, with work, to another class
- 6) Sent to see a member of SLT

NB :Extreme behavioural issues, then to jump the ladder – to Senior leader

Flowchart of behaviour steps for play time and lunch time.

- 1) Rule reminder to reset expectations
- 2) 1 Warning about behaviour being unacceptable
- 3) 5 minutes time out or in
- 4) 10 minutes time out or in
(from this point onwards parents will be informed at the relevant time)
- 5) Sent in to school for remainder of lunch time
- 6) Sent to see a member of the SLT

Positive handling

On rare occasions there is no alternative to restraining pupils physically, in the child's and others' interests and safety. Such interventions should be made only when they are likely to succeed and only in accordance with the school's Positive Handling Policy.

Exclusions

Please see the school's separate policy for exclusions.

Evaluation

This is a working document for all members of the school community to support the high standards of behaviour expected. It will be evaluated at the end of July 2018.

The policy will be monitored by all staff under the direction of the Headteacher.