



# ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

## **Behaviour Policy**

*"LOVING TO LEARN; LEARNING TO LOVE"*

"A new command I give you, Love one another.  
As I have loved you, so you must love one another."

John 13:34

The Christian aims of the school hope to provide a stable environment **where love and care, and the qualities of friendship, honesty, consideration** for others, politeness, acceptance, obedience, hard work and perseverance can all flourish.

The Behaviour Policy at All Saints' Church of England Primary School is based upon the expectation of good behaviour and relationships within a secure caring environment for everyone connected with the school. The ultimate goal is the development within each pupil of an accepted code of self-discipline. There should be mutual respect, acceptance and understanding of every member of the school community.

### **Expectations of Everyone**

1. Everyone should have good manners and set a personal example.
2. Everyone should show consideration and acceptance of others. Treat others as you wish to be treated yourself.
3. Respect should be shown for other people, property and the school environment.
4. Everyone should give of their best in work and behaviour.
5. There should be a common understanding about school values and the reasons for having them.

### **Achieving our expectations (Teachers, Assistants and Helpers)**

1. Good communication is an essential part of good discipline. How we speak to each other affects how others behave. Adults should set a high standard of speech and manner.
2. In communication, a positive reasoning approach will be adopted wherever possible, coupled with a firm, calm, fair and consistent attitude.
3. We will endeavour to defuse situations of potentially poor behaviour before they occur.
4. We will give praise and positive reinforcement, as we wish to emphasise positive behaviour and attitudes whilst minimising wherever possible the negative aspects.

### **Teachers, Assistants and Helpers in the Classroom:**

1. Model high standards of behaviour, dress, work, speech and interaction.
2. Motivate all pupils at appropriate learning levels.
3. Avoid conflict wherever possible.
4. Discuss children's work with them in a positive and constructive manner.
5. Set and encourage a high standard of order and presentation thereby encouraging the children to take a pride in their school.
6. Are consistent in expectations.
7. Give responsibility wherever possible.
8. A system of praise is to be encouraged. Each class will operate a reward system.
9. At the beginning of each school year, every class will re-inforce the home-school agreement, and draw attention to classroom codes.

### **Good Behaviour at School (Children)**

1. In school -
  - (a) Always walk around the school and generally keep to the left side of the corridor.
  - (b) Move around the school quietly.
  - (c) Remember the cloakrooms are not playgrounds and are part of the whole school environment. Keep them tidy.
  - (d) No-one should be inside during lunchtime without a permission card.
2. At playtime, when you are outside -
  - (a) In winter and when it is damp on the grass you should be on the playground.
  - (b) A message will be given by a teacher as to whether you can use the field or not.
  - (c) When you are playing football no leather/hard footballs should be used. All ball games should only be played in a designated area and at the discretion of the adult/teacher on duty.
  - (d) When you are able to play on the field, no-one should play beyond the end of the playground and children should show respect to the house boundaries /perimeter fence

(e) Once the bell has been rung all year groups will stand still where they are, then line up as directed by the staff on duty and then be collected by a teacher.

(f) Play within sight of the teachers on duty.

3. Always tell an adult if you or someone else needs help.
4. Wait patiently if someone is talking, it is rude to interrupt and this includes tapping or patting an adult.
5. Look after your classroom and the school by keeping it tidy and taking care of everything around you.
6. During wet playtimes, use only toys, games and paper that your teacher says you can use. Clear up quickly and sensibly at the end.
7. No scissors are allowed at lunchtimes and computers and iPads can only be used under the supervision of an adult.
8. If you feel that a difficult situation may be developing, remove yourself from it. Walk away and tell an adult about it.
9. If you are being bullied (physically or verbally) you must not be afraid to tell an adult or teacher. They are there to help you.

### **Bullying & Racism**

- Staff should be alert to signs of bullying and racial harassment (see Anti-Racism Policy/Anti –Bullying and Harassment Policy).
- Staff should deal firmly with such behaviour, and inform the Head/Deputy.
- Expectations are that bullying, verbal or physical and racial harassment will **NOT** be tolerated.
- Time spent in class and during Worship are useful for starting discussions on bullying and racism. Information about bullying will focus on the 3 P's- **P**ersistent/**P**remeditated/**P**ower led. Refer to policies on PSHE and Anti-racism policy.
- If such behaviour is serious enough, parents will be contacted by the Head/Deputy.

### **Lunchtimes (Midday Supervisors)**

1. Lunchtime supervisors will share their concerns with the Senior Lunchtime Co-ordinator of any child that has caused concern during the dinner-hour. This information will be shared with the class teachers and if deemed necessary with the Head/Deputy Head Teacher.
2. It is important to be visible at all times. At lunchtime at least two supervisors must be outside at all times.
3. Children who have an accident should be taken to an appointed First Aider if appropriate.
4. Seek immediate assistance from the teacher on duty if a major difficulty arises.
5. Try to defuse situations before they arise, so avoiding confrontation with the children.
6. No one should be inside without a permission card, apart from when coming in to eat, or during wet lunchtimes.

### **Ways to promote Positive Behaviour**

1. Verbal or non-verbal disapproval can be used as a means of checking poor behaviour. If possible, turn verbal disapproval to a positive point of view, e.g. "Have you thought of....."
2. Ask a child to move to another seat, hopefully to put him/her into a more positive situation. If the child's behaviour does not improve isolate him/her to work alone.
3. Ask a child to repeat or complete a piece of work either in class time or in his or her own time. Class teachers to supervise this.
4. All Classes will implement a graduated approach to managing and promoting good behaviour that is appropriate to the age of the children e.g traffic lights.
5. Detentions are only to be used after a verbal warning, then a verbal warning with the child's name written on a board, and if a third warning for the same misdemeanour is given, the name will be underlined signalling a detention at the next play time. Detentions may also be given after a serious misdemeanour.

6. Children can be rewarded for an improvement in behaviour, or a recognition of good work by a visit to the headteacher.
7. In a difficult situation move the child to another class for a "cooling off" period, or to a senior member of staff.
8. Children need to be aware that parents will be contacted if their behaviour/attitude continues to be undesirable.
9. In serious situations it may be necessary to draw up a formal "contract" between the child, the parents and the school, concerning the behaviour of the child, with time limits to be imposed, how this behaviour is to be monitored and reported and the sanctions if the contract is not fulfilled. It will be necessary to inform and possibly involve Governors at this stage.
10. In exceptional circumstances the school has the right to place a pupil a seclusion or isolation room as a disciplinary measure. This decision will be at the discretion of the SLT and Headteacher and proportionate to the behaviour displayed by the child. The school will log any seclusion incidences and inform parents of their actions.

The school will decide how long the child should be kept in seclusion. In addition, the child will be supported by members of staff to enable them to access their regular learning and that it is a constructive experience. The school will not use seclusion or isolation for prolonged periods of time. Following seclusion, a re-integration meeting between the parents and school will take place in a timely manner.

11. The final sanction will involve the child's exclusion from school.