



St Andrew's Church of England Primary School



Behaviour Policy

At St Andrew's we feel relationships are vital - relationships between everyone and at every level.

As a school family we pride ourselves on maintaining an excellent standard of behaviour both within school and during any educational visits and extra curricular activities. Staff and children work hard to maintain and expect the highest standards of behaviour.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not tested by the absence of problems but by the way we deal with them.

As a school, pupils and staff have composed a **Code of Conduct**. This lists the way we feel our school should be based on our **SCHOOL VALUES**, which are core to our school's philosophy and ethos. It is composed of Dos, each statement a positive. Children were involved in the process of formulating the code and share and discuss it within their class and as a whole school e.g. in assemblies. A copy of the code is displayed in all classrooms and features in our Parent Handbook.

Our school values	Behaviours that I will show
Fellowship	I will be nice and kind to everyone I will be friendly and helpful to others in our St Andrew's family I will share properly and play with others nicely I will welcome other people into our family by looking after them and by trying to include them I will be friendly to everyone and always try to have a smile on my face
Respect	I will always use my manners and be polite I will speak to others in a kind and caring way I will behave in the same way for everyone I will be a good listener and value what others say I will look after the property and equipment within our school I will value and appreciate the views and beliefs of others both in my school and in the wider community
Compassion	I will try to cheer up and look after people who are sad or hurt I try to think about how others might feel and help them if I can I will support other people if they make a mistake or find something tricky I will celebrate my own success and also recognise and enjoy those of other people I will reflect honestly and sensitively on my own and other people's learning
Thankfulness	I will make the most of the opportunities that I am given I will challenge myself by trying new things or things that I find hard I will believe in myself and try to encourage other people to do the same I will show my appreciation to others by remember to say and show my thanks I will value the feedback that I am given and use it to help me to further develop and grow
Perseverance	I will always 'have a go' at different tasks and activities I always try my best and not give up, even when I find things difficult I will recognise when I have achieved some success (no matter how small) and use this to motivate me further I will share my ideas and opinions with people in my St Andrew's family I can say what I have learned and know how I can get even better
Service	I will consider the needs of others in my St Andrew's family and do my best to help them where I can I will consider how I can help my environment through my behaviours e.g. not dropping litter, recycling I can consider the situations and needs of others in my community and consider what I can do to help

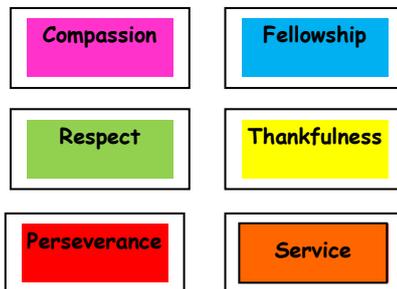
Promotion of British Values

In addition to our School Behaviour Code of Conduct, the school actively promotes the recognition and celebration of the following British Values ;

- *Democracy
- *The Rule of Law
- *Individual Liberty
- *Mutual Respect
- *Tolerance of those of Different Faiths and Beliefs

Following God's path to flourish in life

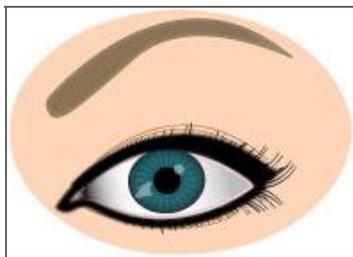
When children show excellence within a school value on an independent basis they are awarded a special Dojo point for that value.



A school value Dojo

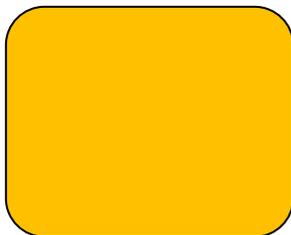
Well done ! You have behaved in a way that shows that you have excelled at one of our school values.

If children do not follow our School Code of Conduct their behaviour will be addressed in the following way :



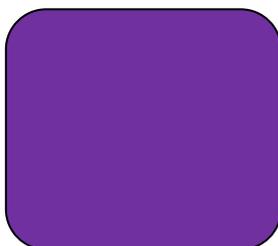
First Warning

You have been noticed by an adult doing something that you should not be doing.
He or she has looked at you or said your name - stop and think.



An orange card

Warning ! You have continued to behave in a way that an adult has asked you not to.
Think really carefully about your behaviour. You are on a warning.



A purple card

Final warning ! You have not stopped your poor behaviour.
A member of staff will now tell you what is going to happen.

Children in Key Stage One and Two follow this system using cards. Reception have a similar system that is age appropriate.

Each classroom has a poster displayed detailing the system and children and staff are fully aware of it.

Recognition of Excellent Behaviour

Children are rewarded for behaviour in line with our 'Behaviour Code of Conduct' in many ways including ;

- Verbal praise
- Written comments
- Being sent to another member of staff
- Dojo points awarded for specific things / areas on a graded system
- Certificates, stamps and stickers, celebration board
- Abecedarian award
- Respect gained from younger members of the school / or their peer group - praise for 'setting a good example'
- Communication with parents either verbal or via the Class Dojo system

Reward System for learning activities and behaviour

Level One: verbal praise / peer assessment

Level Two: written comments / stickers in books (a Dojo point could be awarded here)

Level Three: Double-Dojo from Class Teacher (worth 2 Dojos)

Level Four: send child to another adult (a SHOW ANOTHER TEACHER Dojo could awarded - 2 Dojos)

Level Five: send child to Mr Hayward (record to be kept to ensure that everyone visits during the year - SHOW MR H Dojo = 3 Dojo points)

*For every 20 Dojo points children will be awarded a special certificate in their portfolio

Additional ways in which high standards of behaviour are maintained

- Bullying and discrimination of any form is not tolerated and dealt with very seriously (see Anti Bullying Policy)
- If a member of staff holds up his/her hand this is a sign to 'stop, look and listen'
- Each class has its own 'Class Code of Conduct' which details different strategies that are employed appropriate to the age of the children and in line with our school values
- Children line up in classes at the start of the day (Reception after half term) and at the end of playtimes ensure a calm and ordered entry into class or assembly
- Children line up in house groups at the end of lunchtime to encourage cohesion between house members and to ensure a calm entry into afternoon lessons
- A small bell is rung in the dinner hall if children are becoming too noisy
- Official helpers are given specific roles e.g. assembly monitors, playtime helpers
- It is expected that children respond to and respect any member of staff or adult. It is also expected that all children respect one another.

Misbehaviour

Removal from the entire lesson/remainder of a lesson is considered a Serious Incident and will be reported in the Serious Incidents Book. It affects a child's education and impacts on their peers. Prevention is better than cure and our behaviour system is used to avoid this whenever possible.

The Serious Incidents book is kept in Mr Hayward's office and contains any misdemeanours that are considered necessary to record.

Always deal with misbehaviour - to ignore it is to condone it.

Physical violence, racial remarks, gender discrimination, disability discrimination are all considered as serious incidents and should be reported immediately to the Head teacher.

Some children struggle with their behaviour and so skill and care should be used so that they do not feel victimised by the adults in school. Persistent and long term misbehaviour will require an I.E.P. involving the SENCO, class teacher and parents.

At St Andrew's we understand that relationships and behaviour are complex issues and we will use a blend of training, observation and experience to deal with behaviour in our school. We endeavour to treat all children equally.

Through the successful and supported implementation of our behaviour policy, we aspire to develop in our pupils the following behavioural attributes:

Confidence

Resilience

Self-assurance

Inquisitiveness



Resourcefulness

Self-regulation

Uniqueness

Capability