

**ST ANDREW'S CE  
PRIMARY & NURSERY SCHOOL**

**Union Road,  
Rochdale,  
Lancs  
OL12 9QA**

**BEHAVIOUR POLICY**



**St. Andrew's**  
C.E. Primary School

**2017**

At St Andrew's CE Primary School, we believe that all staff, children, parents and governors share responsibility for promoting positive behaviour through a shared sense of understanding and vision. Every child has the right to feel welcome, safe and happy in school; to realise personal well being, fulfilment and successful learning.

**Aims:**

- Our main aim is to ensure that we have a school where everyone cares and we all understand and abide by the core values of St Andrews:
  - Respect
  - Honesty
  - Friendship
  - Forgiveness
- We foster a nurturing environment which is positive and welcoming: where relationships are based on respect, where achievements at all levels are valued and where children develop a positive self esteem and feel able to discuss their feelings.
- We aim to provide a calm, purposeful, safe and happy environment where all children can learn to the best of their ability and without anxiety. We aim to identify early signs of bullying and do all we can to prevent it.
- We provide opportunities and experiences for pupils to develop independence, self-discipline, self worth and a sense of responsibility towards themselves, others and the environment.
- We implement procedures for early identification of pupils' difficulties and the provision of relevant support including DHT/adult support where appropriate.
- We develop partnerships with parents and other relevant agencies to support the development of positive behaviours and to promote community cohesion.
- We expect every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.

**Objectives:**

- To consistently make the expectations of acceptable behaviour clear and to ensure safety, fairness and equality (see also Equalities Policy).
- To raise awareness about appropriate behaviour and that children take responsibility for their own actions and behaviour; ensuring all stakeholders are aware of procedures to follow if behaviour is not appropriate.
- To raise self-esteem and teach positive behaviour through the organisation, content and delivery of the curriculum.
- To ensure a shared understanding of the principles of behaviour management and consistent practice through a planned whole school staff development programme.
- To ensure that behaviour and discipline is transparent and regularly monitored for effectiveness.

## **Teaching & Learning**

- We believe that learning how to behave is a process and as such is taught throughout school and tailored to support individuals.
- Behaviour management and policy is reviewed as a whole school each academic year and during INSET.
- Behaviour is monitored
- We teach good behaviour through our core values.
- Good behaviour is taught explicitly.

## **Promoting Positive Behaviour**

- Positive behaviour is consistently reinforced and staff model appropriate behaviour.
- We provide an appropriately structured curriculum, through planning for the needs of individual pupils through differentiation.
- We encourage children to participate in setting targets for behaviour.
- We actively seek children 'doing the right thing' and praise appropriately

## **Rewards**

- We believe good behaviour is necessary for effective teaching and learning to take place
- Anti-social behaviour is unacceptable.
- Children are expected, through their behaviour and manner, to be good representatives of themselves and the school.
- Our reward system celebrates achievement and endeavour throughout the school.
- Children are given choices to take responsibility for their own actions.
- Reward charts are displayed in all classrooms and explained to children.
- Awards are presented in assembly.

### **Rewards include:**

Praise

Class Punctuality Award

Class Attendance Award

Sports/music certificates

Weekly star certificate

Merits

Charts

Team cups

Stickers

Certificates

Class rewards (20 stars in the jar)

Postcards home

Children are encouraged to put good news post-its on the Head teacher's door which will be rewarded in Star Assembly. This includes extra-curricular activities and achievements/interests outside of school.

## **Sanctions**

- Our sanctions are based on the principle that all children are in school to learn.
- For pupils who choose to disregard the rules of the school and interrupt their learning or that of others, a series of consequences are in place.
- We follow a structured system when dealing with unacceptable behaviour.

### **Behaviour Reminders**

1. A verbal reminder
2. A visual reminder (moved on the behaviour chart)
3. Visual reminder 2 (moved again and asked to work away from peers)
4. Consequence for inappropriate behaviour (detention recorded – missed break)

*All children always start the morning and afternoon session on a positive on their class charts.*

- Rewards and sanctions charts are displayed in all classrooms, explained to children and used as visual reminders.

## **Bullying/Language**

- We do not tolerate bullying of any kind.
- If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear of bullying.
- A record is kept of all incidents of bullying type behaviour.
- We do not tolerate any racist, homophobic, biphobic or transphobic language. All incidents should be reported and recorded.

## **Care and Control – Physical intervention techniques**

- Members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.
- Staff only intervene physically and restrain children to prevent injury to themselves or others.
- Parents are informed and records are kept by the school for each occasion physical restraint is used.

There are some occasions when it is necessary to-

- Send a child to the Head teacher (or in her absence the most senior teacher) for these serious breaches of the behaviour policy: rudeness to staff, verbal abuse, violent behaviour, bullying, including racism or an equivalent infringement of equal opportunities; wilful damage to property.  
The head teacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with.
- Internal exclusions will be used as a consequence and parents would be involved.
- Support children who show persistent inappropriate behaviour (or children for whom the above systems do not seem to work), will be supported through an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP)
- Deal with continued inappropriate behaviour according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion. When a child is in danger of being excluded because of on-going or deteriorating behaviour, a PSP is created for that pupil. The plan is written with the cooperation of the pupil, parents, teacher, inclusion manager/HT and other relevant agencies. Advice will also be sought from outside agencies.

## **Exclusions**

- Exclusions are used as a last resort after all other strategies have failed, or in response to serious incidents involving a pupil or pupils.
- Only the Head Teacher and Deputy have the power to exclude a pupil from school.
- They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- They may exclude a pupil permanently.
- The Head Teacher may convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. This includes internal exclusions.
- 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.

*If behaviour is challenging and persistently disruptive, school may involve the support of outside agencies through the Inclusion Manager or SLT.*

## **Parental Involvement**

- We work collaboratively with parents, sharing this policy through the school website, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning and behaviour and to co-operate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- If parents have any concern about behaviour, they should initially contact the class teacher.
- The school may confiscate items which are deemed inappropriate for school. Items may be returned at the end of the school day, or returned to the child's carer as appropriate.
- Class teachers inform parents of any concerns over poor behaviour.
- Parents will be notified if their child is at risk of further sanctions including exclusion.
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## **Formal Procedures for Complaints (Orange Forms)**

- All complaints go to class teacher
- Serious incidents and discussions with all children involved are recorded and referred to the Head
- Parents are informed about action taken, why and what they can do to reinforce and support school

## **If further action is required**

- Complaints go to Head Teacher and in serious cases Governors are informed
- Formal disciplinary procedures may be taken against the child concerned - i.e. exclusion
- Consultation: Parents, pupils, staff and governors have contributed towards this document

## **The role of Governors**

The governing body has the responsibility of supporting our guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

- The governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy.

**Monitoring and Evaluating:**

- Pupils and parents will be surveyed regularly for their views on behaviour at school so as to provide evidence of the effectiveness of the policy
- The Head teacher will report on the effectiveness of the policy to the Governors on a termly basis
- Behaviour is monitored daily by class teachers
- Behaviour and attitudes are monitored and discussed with their class teacher on a 1:1 basis
- Behaviour is monitored weekly at staff briefing, key Stage meetings & SLT

The SLT monitor the effectiveness of this policy and review it with staff each school year.