



Behaviour and Expectations Policy

As Agreed by the Governing Body on June 21 2001

Last reviewed by Teachers and Teaching Assistants on October 1st 2004 and by the Full Governing Body on

To be reviewed again during the Autumn Term 2007

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Behaviour and Expectations Policy Statement

The revised National Curriculum for England and Wales (DFEE 1999) prescribes two aims for the school curriculum:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

As a school we also strive to promote inclusion for all pupils.

The purpose of our Behaviour and Expectations Policy is to ensure that these aims are met and that our children are prepared for life as citizens in the 21st century.

The Behaviour and Expectations Policy exists in order to:

- Provide consistent routines and expectations of how to behave within our school community.
- Celebrate and reward the achievements of individual pupils.
- Ensure a series of strategies for dealing with those incidents which are felt to demonstrate inappropriate behaviour.

Aims for Our Behaviour and Expectations Policy

1. To develop a safe, happy and welcoming environment.
2. To encourage respect for all members of the school community, their belongings and the school environment.
3. To provide clear expectations for behaviour within school with understood consequences for inappropriate actions.
4. To ensure consistency of expectations, rewards, consequences and sanctions within the school community.
5. Our policy exists to support and enable pupil development and school improvement.

Our Mission Statement

TO PROVIDE a positive and enjoyable learning environment within a Christian ethos, encouraging every child to realise their potential in all areas of their development helping them to develop respect for themselves, others and their environment.

Our School Rules

We all act with courtesy and consideration to others at all times.

1. We try to understand other people's point of view.
2. We move gently and quietly around school.
3. We speak politely to everyone.
4. We keep school clean and tidy.
5. We make it as easy as possible for everyone to learn.

(Reviewed by all staff and pupils October / November 1999. These rules are still felt to be relevant and will be displayed in all classrooms. They will be reviewed again at the beginning of the Autumn Term 2001.)

We feel at St Michael's that our mission statement and our school rules are central to our school ethos.

In addition to the school rules each class will annually define its own class rules which will also be displayed within the classroom.

Expectations of Behaviour

Our expectations of behaviour are shared between pupils and staff and have been established in order to promote our school rules and our mission statement.

1. General movement around school

- Walk at all times
- Line up quietly and walk around school in single file lines, keeping to the left
- Registers, money and forms only to be sent to the office first thing in the morning and afternoon

2. Routines for coming in and out of the school building

- Reception and Year 1 children to stand still when the bell goes. Children to line up a class at a time. Teachers to collect children from the playground.
- For Years 2, 3 and 4 the bell means stand still. Each class is lined up in turn. Teachers are to collect their classes from the playground.
- For Years 5 and 6 the bell means line up. Each class is sent in in turn by their teacher
- When moving around school the children should stand back at a door and let people through.
- In general the children should not be using the main front door.
- All main school children are to leave the building and walk straight to the pedestrian exit in Cherry Orchard, using the path. The older pupils should make way for younger children.
- Children at the Annexe should leave the building by the pedestrian gate into the churchyard.

3. During collective worship and assemblies

- Enter and leave the hall silently.
- Sit silently during collective worship and assemblies.

4. Moving between sites

- Children should walk in an appropriate way being aware of members of the public.
- Agreed stopping points will be used, determined by the classteacher.
- Everyone should show an awareness of members of the public.

5. Treating one another with respect (pupil and adult)

- Pupils should speak to one another in an appropriate way.
- Pupils should hold doors open for adults and each other

6. Welcoming new children to our school

- Children should be identified to act as special friends to initially look after new children.
- Provide a warm greeting to new children wherever possible.

7. General behaviour whilst on a trip

- Listen to the instructions given by adults.
- Follow the general expectations which exist within school (e.g. walking, lining up, quiet movement between locations)

8. Dress

- Wherever possible children should be encouraged to wear school uniform.
- No jewellery should be worn (except for a watch or stud earrings in pierced ears).
- No make up should be worn (including nail varnish).
- Tattoos are not encouraged

Rewards / Positive Reinforcement

1. Praise especially verbal reinforcement

- Verbal praise, a quiet word, a public word of praise in front of a group / class
(This might include sending child (ren) to visit another class / teacher.)
- Positive written comment – effective use of school marking strategies
- Non verbal praise – smiles

2. Reward systems

Reception

- Each child has a teddy with stickers being awarded for:
 - good work
 - working hard
 - manners
 - kind / helpful behaviour
- Certificates are awarded for outstanding wonderfulness

Years 1 and 2

- 'Stars of the week' are chosen and acknowledged in Infant Worship. Stars with the names of the children are displayed in the entrance hall
- A group award is presented for work, good manners, being friendly or polite

Years 3 and 4

- A 'Special Mentions' book is used each week with the named children acknowledged during Lower Junior Worship. Stars with the names of the children are displayed in the Lower Junior corridor

Years 5 and 6

- 'Golden Time' is used each week to acknowledge those children who have completed all of their work

3. House points – Key Stage 2

- Each pupil is allocated to a house – Wedgwood, Anson, Johnson, Mitchell
- Teachers, learning support assistants and dinner supervisors will award house points for appropriate behaviour (work and conduct), kindness, politeness, effort, helpfulness, punctuality, attendance, etc.
- The awarding of house points should be standardised with in general only one being given at any one time. This avoids house point inflation. Homework projects are an exception.
- House points will be collected each week at old school by house captains and by a year four monitor at new school. An exercise book will be used on each site to keep a tally of the weekly scores.
- House points will be celebrated each week on each site in Lower Junior Worship and on Mondays at old school

- A cup showing who the weekly winners of house points are will be updated each week and displayed with appropriate coloured ribbons in the entrance hall at main school and in a classroom at old school.

4. Achievement cards

- These are kept by individual children and are a record of their own special achievements.
- For commendable / special work or deeds then the children can receive a sticker on the card. This needs to be an immediate reward. There will be a consistent approach within year groups.
- Each child has the opportunity to work towards a Bronze, Silver and Gold certificate. These certificates will be awarded in Key Stage / Phase Group assemblies during the course of the week as appropriate.
- After being awarded the certificate the children will receive a Headteacher's Award from the Head. (They will be sent to the Head's office at a mutually convenient time.)
- When a child achieves a Gold Certificate then they will work towards another Bronze Certificate. Most children will achieve at least one certificate during an academic year.

5. Music / Sports / Other Achievements

- Certificates will be given during phase group acts worship during the course of the week.

What is Unacceptable Behaviour?

1. In the classroom

- Shouting out
- Talking whilst someone else is
- Speaking inappropriately
- Continual disregard of adult instructions
- Eating in class
- Drinking from a water bottle during registration or when a teacher is talking
- Misuse of furniture or resources
- Leaving things out
- Running around
- Not completing work in the given time
- Not paying attention / listening to each other appropriately
- Not dressing properly after games/ playtime
- Not leaving in smart school uniform

2. In the playground

- Not staying within the boundaries / going off the playground
- Coming in without good reason
- Damage to our environment
- Playing in a manner which endangers other children
- Not following adult instructions
- Playing one member of staff off against another (e.g. about balls)
- Inappropriate behaviour – fighting / kicking / hitting / spitting
- Talking or pushing / jostling in the line after lining up
- Persistent and deliberate unpleasantness towards a particular child in the form of words or actions
- Dropping litter

3. In the dining room

- Running
- Deliberately dropping food / wrappers
- Getting up before finished eating
- Not tidying away
- Impolite table manners
- Shouting
- Eating food without cutlery
- Not keeping food on a plate / in a box
- Pushing in the queue
- Climbing over furniture
- Saving places in the queue

Sanctions / Negative Consequences

All children should be aware that inappropriate behaviour brings with it sanctions / negative consequences. It is essential though that there is a progression of sanctions of which all staff and pupils are aware.

Stage A: To be dealt with by the classteacher and teaching assistant

1. Warning and next consequence.
2. Move to another area of the class (or another activity – Nursery).
3. Send to another class with appropriate work.
4. 1 – 5 minutes at break / lunch with teacher or time taken from 'Golden Time'

Stage B: To be dealt with by appropriate Phase Co-ordinator or Deputy Head

5. Send to Deputy / Phase Co-ordinator. Deal with child with warning and limited supervision breaktime / lunchtime (up to 15 minutes). At times it may be necessary to send a child to another class until the Deputy / Phase Co-ordinator are able to deal with the situation.

Stage C: To be dealt with by the Deputy Head or Head

6. Persisted breach of consequences 1 – 5 then send to Head who will warn the pupil, record incident(s), issue a longer period of punishment and warn of next consequence.
7. Internal monitoring sheet and target setting. Inform parents of actions taken.

Stage D: To be dealt with by the Head

8. Discuss with parents and agree external monitoring sheet. (The classteacher must be made aware of any discussions.)
9. Referral to outside agencies / consideration of the need for a Pastoral Support Plan
10. Exclusion with Governors' agreement. (Procedures are outlined in the next section of this document.)

Note:

- Four **Behaviour Monitoring Files** exist (Foundation / Key Stage 1 / Lower Key Stage 2 / Upper Key Stage 2). At the end of each academic year the

records are passed on to the next phase group file, overseen by the Deputy Head

- Stages 7 and 8 may be repeated until appropriate body of evidence has been established. Actions taken should be recorded in the **Behaviour Monitoring File**. Any contact with / opinions of parents should be noted.
- Informal notes will be kept by the classteacher if a child is repeatedly behaving inappropriately

Serious offences:

Occasionally a serious incident might take place which requires immediate Headteacher involvement. Such an incident might warrant a parental meeting (stage 8) or a fixed term exclusion (stage 10).

Such a situation might be if a pupil:

- Is violent
- Engages in bullying
- Willfully destroys / vandalises property
- Refuses to do as requested
- Verbal abuse

Then the child should be taken to the Headteacher / Deputy or they should be called for assistance. (Point 8 above will be considered / put into place.)

In the event of a fixed term exclusion being made the procedures outlined in the next section will be followed.

Behaviour Monitoring Record

Date:	Name and Class:
Incident	
Action Taken	

Procedures for Exclusion

The following procedures are in line with those legally required of schools (School Standards and Framework Act 1998) and are derived from guidance given to schools in Social Inclusion: Pupil Support, Circular No10/99 (DfEE). If the following guidance is not followed the Governors' Discipline Committee or the independent appeal panel will normally direct re-instatement of the pupil concerned.

A decision to exclude a child for a fixed period or permanently should only be taken:

- in response to serious breaches of a school's discipline policy;
- once a range of alternative strategies have been tried and failed;
- if allowing the pupil to remain in school would seriously harm the education of the welfare of the pupil or of others in the school.

DfEE Circular No 10/99 p31

Exclusion should not be used for:

- minor incidents such as failure to do homework or to bring dinner money;
- poor academic performance;
- lateness or truancy;
- breaching school uniform policy including hairstyle or wearing jewellery;
- punishing pupils for the behaviour of parents, for example, by extending a fixed term exclusion until the parents agree to attend a meeting.

DfEE Circular No 10/99 p32

Legally headteachers may exclude a pupil for up to 45 days in a school year. Individual exclusions should be for the shortest time necessary. Should an exclusion be for more than one day, work must be set and marked.

Permanent exclusion should only be when a wide range of other strategies have been tried and failed, including the support of a Pastoral Support Programme.

The following procedures will be followed when excluding a pupil from St Michael's School. (See Annex D Social Inclusion: Pupil Support Circular No 10/99 DfEE)

Responsibilities of the headteacher: Informing the parents about the exclusion

1. The headteacher is responsible for notifying the parent immediately, ideally by telephone. The telephone call should be followed by a letter within one school day. An exclusion should normally begin on the next school day.

2. Letters about fixed period and permanent exclusions should explain:
- why the headteacher decided to exclude the pupil and the steps taken to avoid exclusion;
 - the arrangements for enabling the pupil to continue their education, including setting and marking the pupil's work;
 - the parent's right to state their case to the Governing Body's Discipline Committee;
 - who the parents should contact if they wish to state their case (usually the Clerk to the Committee);
 - the latest date the parent can put a written statement to the Discipline Committee;
 - the parent's right to see their child's school record (normally within 15 days);
 - if the exclusion is for a fixed period, the length of the exclusion and the date and time the pupil should return to school;
 - if the exclusion is for lunchtimes only, the length of the exclusion (normally no more than five school day) and the arrangements for providing a meal for any pupil entitled to free school meals;
 - if the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident. (As this may take time to collate this information may be contained in a prompt follow up letter.
 - the name and telephone number of a contact at the LEA who can provide advice on the exclusions process and the telephone number for the Advisory Centre for Education (ACE) helpline (020 7704 9822).

All correspondence should be in plain English and avoid unnecessary jargon. Exclusion cases should be treated in the strictest of confidence.

At St Michael's we use the model letter from the LEA to notify parents in writing.

3. A headteacher who extends a fixed period exclusion or, exceptionally, converts a fixed period exclusion into a permanent exclusion, should again write to the parent explaining the reasons and making the other points above. Where an exclusion is extended there is a new right for the parent to state their case to the Discipline Committee.
4. The same procedures are followed when implementing a lunchtime exclusion.

Guidelines for Good Relationships

Treat all children fairly and equally

It is all too easy to jump to the wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Act on what you are sure you saw, not on hearsay.

Be friendly and approachable

Children often simply forget some rules e.g. running in the corridor. A gentle reminder is all that is needed to correct this.

Stay calm

Try to stay calm at all times. This will help you remain in authority and be effective.

Smile

Try to remember to smile at the children, they will then see you as someone warm and friendly.

Try and chat

Be willing to chat to the children about their news, interests and activities.

Give praise

Praise is more effective than criticism so try and give it frequently.

Give incentives

Use special stickers.

Notice positive behaviour

Notice and comment on positive behaviour e.g. "That was kind of to include....." "I saw you sharing your sweets." "I noticed Sarah lending a hand to clear the tables."

Be fair

Be fair with the sanctions system – if you don't spot the trouble don't rely on the reports other children give – take time to talk things through. Listen to both sides of the story.

Be polite

Set a good example to the children by being polite to them. Ask girls as well as boys to help with heavy jobs.

Avoid getting into a confrontation

Try not to argue with a child as this undermines your authority. Repeat your request calmly, then use your sanctions system.

Help a child back out of an awkward situation

If a child is deliberately rude ask them to repeat what they have said. This allows the child to retract the statement or apologise. Accept any apology graciously and don't continue to scold.

Avoid shouting

Avoid shouting wherever possible. If the noise level is high use a signal to gain silence. Don't shout in anger.

Avoid sarcasm

Sarcasm and put-downs lead to feelings of resentment and humiliation.

Avoid labels

Don't give children negative labels such as 'naughty', 'rude' or 'stupid'. Tell the children that their behaviour is unacceptable but remember that labels stick.

Watch out for loners

Watch out for lonely or isolated children. Talk to them and try to involve them in games with other children.

(Adapted from Jenny Mosely "Turn Your School Around" LDA)

Guidelines for Building Children's Self Esteem

1. Children need to be acknowledged for who they are. You can do this by:
what you say:
 - You are a great person
 - I like you
 - I'm glad you are a member of this club
 - How are you?
 - Come and tell me about...
 - Come and sit by me for a while
 - We missed you last week**and do:**
 - Make sure they get a turn
 - Talk to them individually
 - Smile at them
 - Look them in the eyes
 - Remember their name
 - Ask them about something they previously told you.
2. Children need to be acknowledged for what they do
 - I like the way you help to tidy up
 - You draw horses really well
 - You are helpful with the younger children
 - You are quick to affirm others.
3. We need a lot of praise before we can take criticism without it damaging our self-esteem.
4. Try not to use generalisations, they are rarely true, e.g. "You never help to tidy up," or "You are always pushing and shoving."
5. No name-calling. Remember labels stick, even the seemingly good ones can be harmful. "You're a good girl." To a child this may mean that she is only acceptable when she is behaving perfectly.
6. Do not use put-downs.
7. Try not to put unrealistic expectations on children. Get to know the capabilities of children at each stage of development.
8. Do not compare one child with another. We are all unique and different and need to be valued for that.
9. Criticise the behaviour not the child. "I don't like what you did" instead of "You're a very naughty boy." The latter remark puts down the whole child and leaves them without hope. The first indicated that if they do something differently things might be better for them.
10. Give children a chance to learn that behaviour does not change overnight.

11. Help the child to find solutions to their difficulties, do not tell them what to do. "We seem to have a problem here. What can we do?"

Adapted from "A volcano in my tummy – Helping children to handle anger." Warwick Pudney and Elaine Whitehouse. Foundation for Peace Studies.

Ways We Tell Children off Without Blaming or Shaming

Sometimes it helps to acknowledge how children are feeling before beginning to talk about what has happened:

- “You are angry...”
 - “You are upset...”
 - “That must really hurt...”
-
- You tell me what has happened.
 - Tell me some more about what has gone on.
 - Go away and think about it for a while and then come back and we'll talk about it.
 - I'll listen to you... and then I'll listen to you.
 - I saw you kick...
 - I heard you...
 - That must have hurt... How would it feel if it happened to you?
 - How are you going to play now?
 - What might help you feel better?
 - What could you do to help feel better?
 - Can you make sure that...?
 - Can you choose something different to do? What is it?

Suggestions for Helping Children who are Angry

- **Acknowledge the child's feelings.**
"I can see that you are really angry."
- **Do not retaliate.**
Joining in with the child's anger will wind them up even more. It will also teach them poor ways of resolving conflict.
- **Model the behaviour you want a child to learn.**
If you shout they will shout. If you hit they will hit. If you get out of control they may learn to fear their own anger.
- **Listen to the child's feelings.**
Once they feel heard they are more likely to listen to another point of view.
- **Ask what the child would like to do to improve the situation.**
- **Acknowledge what the child says.**
Reaffirm the child's feelings and help them to look at the options e.g. "What might happen if you did that?"
- **Don't force children into apologising when they don't feel sorry.**
That builds resentment and teaches them to be hypocritical. Give them time to think about things.

If two children are angry with each other:

- Reflect on what you see happening. "I see two children fighting over a ball."
- Separate the children if need be, for safety's sake. Say, "Someone might get hurt."
- Give them both a way of venting their anger. "When you've got your anger out we'll talk about it. You run to the front fence and you run to the back fence and come back to me."
- Listen to both sides of the story without interruptions from the other child.
- Find out what they each need to solve the problem.
- Find out what they are afraid of. "Are you worried that you won't get a turn if you give him the ball."
- Ask them for some solutions.

Anger rules:

It's OK to feel angry BUT

- Don't hurt others
- Don't hurt yourself
- Don't damage property.

Adapted from "There's a volcano in my tummy" Pudney Whitehouse.



Anti-Bullying Policy

As agreed by the Governing Body on June 21 2001

To be reviewed November 2002 or on completion on Inclusion Policy

Contents:

1. Introduction
2. Anti-Bullying Policy Statement
3. Aims of our Anti-Bullying Policy
4. Procedures and Strategies for Investigating Incidents
5. Dealing with Parents
6. Guidelines for Listening to Victims, Witnesses and Bullies

Anti-Bullying Policy Statement

At St Michael's we define bullying as:

Persistent, deliberate and on-going unpleasantness towards a particular child in the form of actions or words.

Bullying may include:

- The willful conscious desire to hurt, threaten or frighten someone over a period of time.
- Bullying behaviour includes name calling, teasing, jostling, punching, intimidation, extortion and assault.
- Victims suffer physical and psychological abuse, isolation, loneliness, intimidation, and assault

Bullying is unacceptable, will be confronted, will be addressed, and will not be ignored.

In the main incidents will be dealt with as they occur by a member of staff talking to all of the children involved.

Aims for our Anti-Bullying Policy

1. To develop positive relationships between pupils and staff where there is mutual trust.
2. To promote the use of circle time, PSHE and Citizenship.
3. To enable children to deal with bullying when it occurs.
4. To ensure that situations are dealt with quickly and efficiently.

Above all children need to feel that they can trust the adults within our school community. They need to feel that they are in a secure and safe environment where they can report incidents without the fear of reprisal. Both sides of a situation need to be listened to and time found to talk through why certain behaviour is unacceptable.

Procedures and Strategies for Investigating Incidents

Aims:

1. To stop bullying behaviour.
2. To re-educate pupils and behaviour for the future.
3. To mediate / reconcile pupils.

Staff

1. Listen, take the incident seriously and reassure the child that the incident will be dealt with as soon as possible.
2. Gather evidence. Listen to what the child says. If there are more children involved talk to them individually.
3. Assess the information and decide upon an appropriate course of action. (Refer back to the **Sanctions / Negative Consequences** section of the school's **Behaviour and Expectations Policy**.)
4. Share the information with parents (face to face, phone or write) after informing Head / Deputy.
5. Follow the incident up.

Breaking up bullying gangs:

1. Meet with individuals involved separately.
2. Agree with each member what you expect and how / which school rules have been broken.
3. Meet with the group together to state what happened in each meeting, so that all are clear about what happened.
4. Discuss what the children are going to do when they return to their peers – "What are you going to say when you leave here?" Reiterate that there are no innocent bystanders.
5. Discuss with the Head / Deputy before talking to the parents involved.

Dealing with parents

Parents of the victim:

1. Allow the parents to express their feelings uninterrupted.
2. Listen to what is said.
"I realise you're upset." "I'll try to help." "This must be difficult for you." "I realise how you must feel."
3. Assure the parents that you are pleased that they have taken the time to come and see you.
4. Restate that bullying is unacceptable and that you will act positively. Explain the school's procedures.
 - Act
 - Monitor
 - Promise to keep the parents informed
 - Encourage parents to be part of the follow up
 - Record all actions and parental views in the appropriate Behaviour Monitoring folder
5. If there are further parental concerns refer them to the Head.

Parents of the bully:

1. Begin with a positive view of the child which you appreciate.
2. Show concern for the problem and concern to help the child to reach their best potential.
"I'm sure we both share a concern for 's future."
"We need to help To show their best side / to develop their potential / talents / to avoid spoiling themselves with this sort of behaviour."
3. Check to see if anything could be upsetting the child.
4. Explain the school procedures and what you intend to do next. Aim for parental agreement.
 - Act
 - Promise to keep in touch
 - Monitor
 - Encourage parents to be part of the follow up
 - Record all actions and parental views in the appropriate Behaviour Monitoring Folder

Guidelines for Listening to Victims, Witnesses and Bullies

1. Take a non-blame stance, "I understand that there has been a problem."
2. Request information. Ask what happened. You may need to speak to children separately and cross check their stories.
3. Move forward. Say to the child, "That's probably enough now."
4. Resolve the conflict. Ask: "What can you do to improve things?"
"What do you suggest?"
5. Agree and arrange any action to be taken or any follow up to be carried out. This may involve an apology.
6. Review the situation. "How have you been getting on?"

Strategies for pupils (to be reinforced and developed by classteachers, drawing on the PSHE and Citizenship curriculum):

1. Be assertive. Be calm and confident and say what you want. If you are not confident pretend you are and practice walking tall.
2. Say no. You have the right not to do something. Repeat responses or requests continuously when being pressurized. "I want you to give my ruler back."
3. Teasing and insults:
 - Returning abuse encourages the other person.
 - Try to show you are not hurt by abuse.
 - Appear to accept the abuse. "That's right. I know."
 - Be pleased with yourself. Don't worry about what the bully thinks of you. Remember that you are a nicer person than they are at the moment.
 - If you stick up for yourself you show that you are above exchanging insults. . Say, "Go away!" or, "This isn't funny!"
4. Stay with others at all times if you can.

Practice, encouragement and positive reinforcement is needed for victims since they start from a base of low self-esteem.