



Behaviour and Expectations Policy

Last reviewed by Teachers and Teaching Assistants on September 1st 2008

Accepted by the Full Governing Body

To be reviewed again during the Autumn Term 2009

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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 , whilst moving between buildings, whilst on school trips and when participating in extra-curricular activities
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 and is followed in the context of the Every Child Matters agenda and principles of Social Inclusion

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 within their classrooms during the Autumn Term 2008 and endorsed by our School Council)

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.

Promotion and Use of SEAL (Social and Emotional Aspects of Learning)

We have embraced the National Primary Strategy Social and Emotional Aspects of Learning (SEAL) resource. This is used through the taught curriculum as part of a whole school approach to developing pupils' emotional literacy.

In addition, when the need arises small groups of children participate in targeted activities which are supported by our teaching assistants.

When discussing behaviour with pupils, parents / carers SEAL is used as a point of reference to address individual needs and situations.

Autumn

1. New beginnings
2. Getting on and falling out

Spring

1. Good to be me
2. Going for goals

Summer

1. Relationships
2. Changes

The SEAL 'Bullying' unit is flexible and used as and when necessary

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 (in class box) 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 adults through.
- In general the children should not be using the main front door, except for accessing the recycling bins and access for the children housed in the mobile
- 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 single file 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 and road safety

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

- Pupils should speak to one another in a respectful 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 permitted

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

Foundation Stage

- In Nursery stickers are awarded to individual children which they wear.
- In Reception each child has a teddy with stickers being awarded for:
 - good work
 - working hard
 - manners
 - kind / helpful behaviour
- Certificates or stickers are awarded for outstanding wonderfulness
- The Early Years' display board and worship celebrate successes and achievement

Years 1 and 2

- 'Stars of the week' are chosen and acknowledged in Infant Worship. Stars with the names and pictures of the children are displayed *in the entrance hall (Need to check!)*
- A table award is presented for work, good manners, being friendly or polite
- Golden Time is provided within a structured session (10 – 15 minutes)

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 on the Special Mentions board.(Need to check)*

Years 5 and 6

- The House (see below) that has the most points each week is rewarded with 10 minutes extra playtime
- Individual class rewards are also used

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 (Years 1 – 6)

- 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 Within Our School Community?

- 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
- 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
- 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. Parents will be informed at all stages especially when a pattern arises.

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. Persistent 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.

Confiscation

From time to time children bring inappropriate items into school or may use a routine item or piece of equipment inappropriately

Any item deemed to be valuable, inappropriate or dangerous by any member of staff will be confiscated and placed in a secure environment.

The valuable or dangerous item must be collected by the child's parent / guardian at the end of the school day or at the earliest mutually agreed time.

Any inappropriate items will be returned to the child at the end of the school day. A repeat offence will see the confiscation last until the end of the academic year.

Behaviour Monitoring Record

Date:	Name and Class:
Incident	
Action Taken	

Taking Account of Individual Pupil Needs **(As discussed and acknowledged by Teachers and Teaching Assistants)**

The following guidance is provided at
www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviour

This guidance is to help schools take account of a range of individual pupil needs when developing and implementing their behaviour policies. It focuses primarily on pupils with SEN or disabilities, but also refers to needs within certain other groups defined by OFSTED as 'at risk' within the education system:

- Minority ethnic and faith groups, m travelers, asylum-seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Children looked after by the Local Authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

All of these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

Examples of situations which schools should avoid:

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

⇒ A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties, and cannot process complex language

A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them

⇒ A pupil is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this pupil's culture it is considered disrespectful to look an adult in the eye.

A more appropriate response would be to understand that the pupil was attempting to show respect.

⇒ A looked-after pupil is sent out of class after an emotional outburst. This happens despite the staff member being aware that the pupil had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school.

A more appropriate response would be to use a pre-agreed means for the pupil to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.

- ⇒ A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's key worker or the SENCO, but not to apply a sanction

- ⇒ A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying even in his past. Other pupils laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time.

A more appropriate response would be to let the class know there are special circumstances and offer the pupil re-assurance and support.

- ⇒ A Gypsy / Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture.

A more appropriate response would have been to explain and demonstrate to the pupil what is expected in school, and consider involving the Traveller Education Service in providing support.

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 by the Department for Children, Schools and Families which came into effect on 1st September 2008). If the following guidance is not followed the Governors' Hearing Committee or the independent appeal panel will normally direct re-instatement of the pupil concerned.

Further details can be found at

www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance/part2

Or at www.education.staffordshire.gov.uk

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where

- a. There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
- b. A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. ***This is not an exclusion.***
- c. For medical reasons, a pupils' presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after consultation with the pupil's parents. ***This is not an exclusion and may only be done for medical reasons.***
- d. The pupil is given permission by the head teacher, or person authorized by them, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. ***This is not an exclusion but an authorized absence.*** However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupils' absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parents availability, will need to be considered.

These are the only circumstances in which pupils may be required to leave the school site. Where a condition of attendance is that pupils should be screened for the possession of offensive weapons, and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence

A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of a school's discipline policy; and
- 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.

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 except where these are persistent and in open defiance of such rules
- punishing pupils for the behaviour of parents, for example, where parents refuse, or are unable, to attend a meeting
- protecting victims of bullying by sending them home

Legally headteachers may exclude a pupil for up to 45 days in a school year. Individual exclusions should be for the shortest time necessary.

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.