



# **St. Julian's Primary School**

## **Behaviour Policy**

St Julian's Primary School believes that everyone has the right to feel safe at school, to learn to the best of their ability and to be treated with dignity and respect. St Julian's Primary expects every member of the school community to behave in a considerate way towards each other. Pupils are regularly told in assemblies that, **'we must all be a good friend to everyone else'**. 'Assertive Discipline' benefits the children and the teachers and forms part of everyday classroom management.

Our aims are promoted through a positive behaviour management system that has the following objectives:

- to encourage pupils to behave appropriately at all times;
- to increase pupils' self esteem;
- to minimise unacceptable behaviour;
- to teach our pupils the difference between right and wrong;
- to teach the importance of honesty, fairness and politeness;
- to model and encourage good behaviour in order to create a positive learning environment for both pupils and teachers.

The school's 'Rules, Rewards and Consequences' are displayed in classrooms, intervention rooms, corridors, halls and the canteen. These were updated by members of 'Pupil Voice' in September 2017. The school rules are:

I will:

- Be a good listener and follow instructions first time;
- Keep hands, feet, objects and hurtful words to myself;
- Walk into and around the school building safely and quietly;
- Manage all distractions;
- Use a suitable voice level;
- Respect all members of staff and peers.

We reward children for good behaviour with:

- Praise;
- Stickers;
- Certificates;
- Star Pupil/Achievement certificates;
- Dojos - Individual and Class;
- Dojo shop rewards.

St Julian's Primary School has a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. The consequences are as follows:

- Warning;
- Moved to sit alone;
- Declassed to paired teacher;
- Reduced playtime/lunchtime;
- Break time/lunchtime lost;
- 'Phone call home following discussion with Head Teacher/Deputy Head Teacher.

If the school rules are constantly broken, a behaviour chart may be used to monitor the child's behaviour over a set period of time.

### **Lunchtime behaviour**

Midday supervisors have had training in the teaching and playing of playground games (updated September 2017). At least one lunchtime supervisor has a two-way radio so that they can contact the Headteacher or Deputy Headteacher for support if required. Midday supervisors and Teaching Assistants supervise the children in the Foundation Phase during lunchtimes. The Head Teacher or Deputy Head Teachers supervise the Key Stage Two canteen. Behaviour in both canteens should be orderly and the noise level should be acceptable. However, 150 pupils could be in each canteen at one time. Due to space and time restrictions, there is a rolling programme in the dining room, with pupils continually arriving and leaving. Every attempt is made to allow children to sit with friends so that it can be a time to socialise.

### **Moving around the school**

Corridor rules:

- Walk;
- Keep to the left;
- Teachers to escort children to and from assembly (year 6 prefects monitor the corridors at this time in KS2);
- Teachers to escort children to and from the yard after play and lunchtime.

St Julian's Primary school does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, we act immediately to stop any occurrences of such behaviour. Bullying incidents are recorded on SIMS, alongside any racial comments (please see the anti-bullying policy for more detail).

All staff employed in the school in September 2015 received Team Teach training. Staff only intervene physically to restrain pupils in order to prevent injury to a child/adult, or if a child is in danger of hurting him/herself.

### **The role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that the class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. If a child misbehaves repeatedly in class, the teacher keeps a record of such incidents, and deals with them. However, if misbehaviour continues, the class teacher should seek help and advice from a member of the Senior Management Team, Deputy Head Teachers or Head Teacher. The class teachers can also liaise with the AENCOs, who may take advice from external agencies. The class teacher reports to parents about the progress of each child in their class, during two parent consultations and the written annual report. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher keeps records of all reported serious incidents of misbehaviour, which are recorded onto SIMS.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Head Teacher needs to notify the school governors if he feels a child needs to be permanently excluded due to repeated or serious acts of anti-social behaviour. The Head Teacher will

inform the LA of all fixed-term and permanent exclusions. If the Head Teacher excludes a pupil, he informs the parents immediately giving reasons for the exclusion. The Head Teacher also informs the parents how an appeal can be made.

### **The role of Parents**

We share the school rules, rewards and consequences in the school prospectus, home-school agreement and reminders in termly newsletters. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions as a consequence of a child's behaviour, parents are expected to support the actions of the school. If the parents disagree with the sanction, they are able to speak to the Head Teacher in the first instance. If they are still not happy, they should contact the Chair of Governors in writing.

### **The role of Governors**

The Headteacher has the authority to implement the behaviour and discipline policy. The Head Teacher will inform the governors of any fixed-suspensions, or any concerns of serious behaviour which could involve permanent exclusion. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

*New national and Local Authority guidance will be implemented and the Governors informed.*

**This policy was updated in September 2020 by Mr L Mansfield**

**This policy was presented and accepted by the Governing Body on TBP**

Signed .....(Chair person)

**The staff were made aware of this policy and or updates in Sep 2020**

**This policy will be reviewed in Sep 2021**