



ST MARY'S CHURCH OF ENGLAND SCHOOL

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BEHAVIOUR POLICY

ETHOS

A framework of behavioural expectations, rewards and penalties provides us with a school wide discipline strategy.

Three behavioural expectations represent the behaviour we require from all children for the majority of their time in school. The expectations are written in "child speak" so that each child can be clear about them. They are displayed in each classroom and are fully discussed with the children. These may be reviewed from time to time at school councils to enable continued ownership.

As part of the behaviour framework there is a system of rewards and penalties. These are fully discussed in the classrooms, so that all children know exactly what to expect for good and bad behaviour.

The emphasis of our discipline structure is reward, rather than penalty. We realise that through a consistently positive approach it is possible to correct bad behaviour and raise self-esteem where a negative approach may not succeed. However, penalties are used if behaviour repeatedly falls below the standards expected or is deemed to be an attempt to radicalise or share extremist views (please refer to our Tackling Extremism and Radicalisation Policy).

The effectiveness of our discipline structure is continually monitored and will be modified to accommodate changing needs.

Every member of staff at St Mary's is responsible for applying the framework of expectations, rewards and penalties consistently throughout the school.

POLICY

The plan below outlines the classroom rules, positive rewards and consequences for inappropriate behaviour*.

St Mary's Church of England School Rules

- 1 Show good manners at all times.
- 2 Follow instructions with thought and care.
- 3 Care and respect everything and everyone.

These rules are reviewed periodically with the School Council members. To encourage the children to follow the rules we will recognise appropriate behaviour with praise and tokens/certificates.

Rewards

1. Five children in each class will be recognised for acts of good behaviour and will be awarded a 'Top 5' certificate during Friday's Reward Assembly.
2. Stickers may be awarded by all staff for excellent behaviour or work during the week.
3. Individual classes may choose to run their own extra 'in class' reward system to be negotiated between the class teacher and children in that class e.g. marbles in a jar.
4. Any member of staff can recognise "thoughtful" behaviour in a child and award a "Beautiful World" award.

Actions

(see Procedure flow chart Appendix 1)

However if a child chooses to break a rule, the following steps will be taken:

- 1 Warning (verbal) given.
- 2 If poor behaviour continues, the child's name is moved on to the yellow part of the chart. This triggers 5 minutes on the "Time Out" table. Improved behaviour triggers the child's name recorded on whiteboard next to yellow card. This triggers 5 minutes on the 'Time Out' table. Improved behaviour triggers the child's name to be returned to the green area.
- 3 If inappropriate behaviour continues, the child's name moves to the red area. The child is sent to work in another room for a calm down time (this room must not include a sibling).

Lunchtime supervisors will advise the teacher of poor behaviour at lunchtime.

If inappropriate behaviour continues either during time out or in another classroom or on return to the child's classroom (which would be in exceptional circumstances and likely to only ever apply to a very few children) the child will be sent to the Deputy Headteacher. If behaviour does not improve the Headteacher will become involved and the child's parents will be invited to discuss the issue.

- 4 Advice sought from SEB Service (Social, Emotional and Behaviour Service).
- 5 Temporary internal exclusion by Headteacher.
- 6 Temporary exclusion by the Headteacher (see Appendix 3)

Positive discipline

There will be a conscious effort by all staff to praise frequently. Areas in which opportunities to praise will be found are as follows:

- 1 Entering the classroom quietly
- 2 Putting coats and bags away properly
- 3 Co-operating during registration
- 4 Returning permission slips and forms on time
- 5 Following instructions

- 6 Saying 'please' and 'thank you'
- 7 Listening attentively
- 8 Helping someone else
- 9 Lining up correctly
- 10 Being attentive during assembly
- 11 Leading in and out of assembly quietly
- 12 Starting work straight away
- 13 Asking questions
- 14 Good behaviour when tests are going on
- 15 Walking inside school premises
- 16 Working co-operatively with a partner or group
- 17 Handing in work
- 18 Good behaviour during school visits
- 19 Good effort on task
- 20 Helping a visitor or a new child
- 21 Sharing school experiences at home
- 22 Making up for missed work
- 23 Bringing in PE kit on time
- 24 Making new friends
- 25 Good effort on long term project
- 26 Cleaning/clearing up after tasks
- 27 Sharing
- 28 Being sensitive to others' feelings
- 29 Learning a new skill
- 30 Using school materials and equipment properly
- 31 Returning borrowed books and equipment
- 32 Showing enthusiasm
- 33 Being responsible for a classroom job
- 34 Offering help without being asked
- 35 Not wasting paper and materials
- 36 Bringing homework in on time
- 37 Staying on task
- 38 Telling the truth
- 39 Accepting a new challenge
- 40 Behaving well when a visitor is present
- 41 Reading at home
- 42 Taking part in school activities
- 43 Showing a positive attitude
- 44 Giving of one's best effort
- 45 Returning to the classroom
- 46 Taking part in group activities

- 47 Remaining calm in a problem situation
- 48 Showing creativity
- 49 Keeping busy when a task is completed
- 50 Taking turns
- 51 Working co-operatively with a visitor to school
- 52 Playing sensibly during lunch time

Special Needs

Some children may find it more of a challenge to behave appropriately in school. This may result in individual behaviour targets being set by the class teacher and the behaviour being monitored and recorded. If the child's behaviour does not improve, following discussion with parents and the SENCO, the child may be put on the school's Special Needs Register and appropriate steps taken (see Special Needs policy).

Health and Safety

There may be times when a child needs to be restrained or removed from a situation for his/her own safety, or the safety of others. If this occurs the incident will be recorded in line with the policy and guidelines for the use of physical restraint in school and care settings. Several staff members have been trained in the 'Team Teach' restraint system.

This school is firmly committed to equality and diversity.

Other than within the limited exceptions allowed for in legislation - this school will not discriminate against children or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

They are also fully aware of their responsibilities under the Prevent duty.

Signed
(Chairman of Governors)

Dated

Signed
(Headteacher)

Dated

APPENDIX 3

Only the Headteacher can exclude. If the Headteacher is absent from school then the Deputy Headteacher is acting for the Headteacher and in that capacity she is able to exclude if the need arises.

* This policy has been created in accordance with Section 89, Section 88(2)(a), Section 88(2)(b) and Section 90 of the Education and Inspections Act 2006.