



Andreas School Behaviour Policy

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our Core Values

Caring

Do consider other people's feelings and say kind things to others.

Optimistic

Do try new things, even when they are tricky.

Respectful

Do treat people & property with care; keep hands/feet to yourself!

Friendly

Do have good manners and smile at others!

Understanding

Do listen to others and respect their point of view.

School Vision:

At Andreas School we provide engaging and inspirational learning experiences that tap into children's interests. Staff and pupils have a shared vocabulary for problem solving and we provide a wide variety of opportunities for independent learning. We create specific learning zones around school, including the outdoor environment, and use them to set challenges to develop thinking skills. We are a community that values and practices good communication and conversation and we all take responsibility for our own improvement. Our children are independent, life-long learners who are challenged as they grow physically, emotionally and intellectually. We have high expectations and always "reach for the stars."

Our school is happy, welcoming and attractive, with both the indoor and outdoor environment being aesthetically appealing. We have, use and look after high quality resources and use a range of storage solutions to ensure all learning areas are organized. Parents, governors and members of the community are welcomed into school and are frequently invited to join us for school events. Positive relationships are integral to supporting learning. Therefore, staff value both formal and informal communication with parents, regularly being available both before and after school as well as for events such as parents' evenings. We hold regular face to face meetings with children, parents, governors and staff. We value and use information gained from these conversations to help the school make further improvements. Parents come into school to support learning and we draw on their strengths and interests as they contribute to, and often lead, topic teaching sessions.

Adults and children receive high quality feedback and are challenged to improve by using established AfL practices and target setting. We are honest in our judgements and communications and our staff moderate together to ensure our assessments are sound. Children have individual learning plans with specific objectives to help them progress in every aspect of their learning. Staff know children well; we use focused observation and gather a range of independent work to identify strengths and weaknesses. Once identified these are acted upon, with time and support being given to help growth and development. We model and value good attitudes and achievements and recognise successes of all community members. We offer opportunities for children to work with like-minded peers in a variety of learning situations.

Our strong staff team work together and model the relationships, conversations and interactions expected from all members of our friendly community. We trust our colleagues and identify each others' strengths and weaknesses empathetically, allocating time to provide support and offering encouragement. We enjoy spending time together, both in and outside school. We continually strive to improve by sharing good practice with each other and with colleagues from other schools. We share honest opinions and have empathy for each other, our children and our community.

Andreas School is a learning community that develops the thinking skills of **all** its members.

Rewards

Class based Awards:

A celebration display of Stepping Stones/House points/6Rs to be evident in each classroom.

*Each teacher may have their own individual systems employed in their classrooms. This can include House Points.

*Golden Stepping Stones are awarded for over and above effort for either academic learning or for developing 'Essentials 4 Learning'.

Please see Appendix for further information on Stepping Stones.

In addition, the Headteacher can and will award stickers, stationary gift and/verbal praise for individual/group achievement.

Teachers to ensure rewards are consistently and fairly issued.

School Awards:

House Points to be awarded around school for thoughtful behaviour witnessed by any member of staff. Value as appropriate. Staff to endeavour to check with each other to ensure class charts are accurate.

Golden Assembly

The school as a whole will acknowledge and celebrate:-

*Worker of the Week for each class.

*Out of School achievements (sport/music etc)

*Stepping Stones (see appendix for notes on Stepping Stones).

Lunchtime Awards:

Tokens for a free tuck shop can be awarded by Mid-day Supervisors for excellent behaviour. (3=free tuck).

House Points may also be awarded.

Lunchtime Staff can award House Points and Stickers.

Notes and Guidance for Behaviours that are not acceptable and Sanctions:

The Articles of Governance can and will be followed in the event of a serious offence. Please see Appendix for further information.

1. Always try to look for the positive behaviours and reward them, using the systems noted above.
2. Celebration/Award display in each class. Acknowledging academic achievement and personal behaviour.
3. When a problem is identified, deal with it promptly ensuring you discuss the issue with the child. Any consequences should follow school procedure.
4. We keep raised voices to an absolute minimum.
5. Always remember that you need to use your professional judgements on incidents and the children involved. For a young child earlier intervention by parents may have a positive effect.
6. Pupils often need every opportunity to get rid of energy before the next lesson, so keeping children in won't be used routinely. However, you may use your professional judgement to keep children in on occasions to discuss an issue or as a short immediate consequence. If you do decide to do this, you must supervise the child/children. A more routinely used consequence would be for a child to walk around outside with an adult.
7. Writing lines has been proven in research to be ineffective, so we don't use that as a punishment. Please try to avoid giving work as a punishment as it only creates a negative attitude to learning.
8. Always reflect on "why" / "when" / "With whom" this is happening - log any coincidences.
9. Please be consistent and follow through with any consequences.

At lunchtimes, Supervisors to pass on name and briefest detail to ensure staff member is informed. It will be presumed that the issue has been dealt with so Teacher does not need to reiterate or further reprimand. If lunchtime behaviour is unacceptable, it is expected that Supervisors will follow the school's procedures for behaviours and consequences. (See below), and make a record in the incident book. If any serious incident occurs e.g. physical violence, the Headteacher will be informed and decide on consequences.

<p align="center">Consequences</p> <p align="center">Unacceptable Behaviour includes: defiance, aggression, foul language, spitting, damaging or defacing property, visual abuse, constant interrupting.</p>	<p align="center">GUIDANCE</p>
<p>Stage 1: Non-verbal warning followed by verbal warning. Conversation with pupil to gain information and explain consequences. Verbal apology between those concerned.</p>	<p>Model strategy to cope if instigator recurs (i.e. explain: next time say: please don't do that, I don't like it when you do that. Also suggest model response such as for example: oh, I'm sorry, I didn't know. This empowers pupils and develops their independence.</p>
<p>Stage 2: After a warning about the consequence, staff to choose from these more formal consequences (wouldn't all be used for same misdemeanor) Written apology (time withdrawn from an enjoyable activity). Work in isolation in class. Timeout at next playtime/s - to walk around/hold the hand of the person on duty. (no. of times this to occur to be arranged with HT). Parents to be informed of the behaviour by the CT (informal). Withdrawal from clubs/school representation.</p>	<p>If on duty with a withdrawn pupil during outdoor play, please do not engage in conversation or 're-live' the incident. The time should be for reflection for the pupil. At the end of play, be sympathetic and encourage improved behaviour for next time.</p>
<p>Stage 3: Inform all staff. CT to have formal discussion with parents due to severity of recurrent poor behaviour. This needs formally recording and adding to child's file. Contract /Promise of behaviour to be agreed and signed by pupil, parent and CT.</p>	<p>Personally is best but initials in the corner of the daily/weekly notice board may suffice. Use school's Child Protection forms to record parent conversation. Keep the promise/contract in sight - it does not need to be public, but visual then verbal reminders to the promise made should be made.</p>
<p>Stage 4: If the contract/promise is ineffective, child may be requested to work in another classroom by agreement with other classteacher. CT to keep a log of behaviour in preparation for process of further support as outlined below.</p>	<p>Keep an ABC chart: Antecedent/Behaviour/Consequence.</p>

Stage 5	Stage 6	Stage 7
<p>Further formal discussion with CT, Parents and Senior Staff(SENCO, HT, DHT). This is an opportunity to plan and gain consent for possible severe needs assessment or involvement of external agencies. Record of Concern to be signed. Further contract may be agreed depending on need and with agreement of the pupil.</p>	<p>SENCO in collaboration with CT to make IEP based on assessment outcomes.</p>	<p>Review and Evaluate. Exceptional circumstances and severity of behaviour may warrant the HT to issue a suspension in accordance with DEC guidance and policy and Andreas School's Articles of Governance.</p>

Routines and systems to support positive behaviours.

Arrival at school:

A member of staff will be outside on duty from 9.00 am every morning.

At 9.10 the bell will ring. Children to line up and be led into school by teacher promptly.

If wet, teacher on duty to ring bell twice at 9am. Pupils to come in to classrooms. Staff to ensure they are present.

Registration: Ensure all pupils greeted at the start of each day.

The electronic register must be done by:-

9.20 and 1.25pm/1.35 (KS2)

Monies to be delivered to school office as soon as possible by pupils. Pupils should only take their own money.

Movement around school:

Inside school staff to supervise their class walking in single file on the left. All staff to ensure best behaviour from all pupils.

Toileting:

One child at a time with reminders at playtime and lunchtimes.

A band/token system is recommended ensuring pupils inform staff of their whereabouts in case of fire.

Assemblies:

Staff to attend whole school or KS assemblies as per rota. Unaccompanied classes will be dismissed from the hall with the expectation that the staff member will be waiting in the corridor.

Playtimes - Dry Days

- * All children are to go out unless for pre arranged medical reasons.
- * Children are not to return to class until the end of break. Therefore equipment and coats need to be considered before leaving the classroom.
- * Minor Injuries: accompanied by older pupil to staffroom for attention by non-duty staff.
- * Major Injury: a pupil sent to request immediate assistance outside.
- * Garden and Climbing Wall available to all well behaved pupils at all playtimes.
- * Friendship Stop/Buddy Bench and Yellow Hatted Playtime Assistants to be used.
- * Only class play equipment to be taken outside at playtimes. Lunchtime play equipment provided by Supervisors.
- * Large Climbing equipment available on a rota. (Displayed in each class).

At end of play time, children to walk quietly back to class, met by staff in classrooms.

Playtimes- Wet Days

FS2/Y1 to stay in their classroom.

Y2 and KS2 to stay in classrooms- no ICT. Continue activities/learning or play allocated/labelled wet play games.

During a wet lunchtime, FS2 and KS1 pupils to access a range of activities in the Hall with 1 Supervisor. Games/film/drawing. Pupils to be collected from Hall at 1.15pm. KS2 children to stay in classrooms.

Tidiness

All pupils need time built into the day to ensure all learning equipment is replaced safely. Staff need to promote respect for belongings and school equipment as well as develop independence for all school aged pupils by ensuring good quality resources are used and stored well and accessible to pupils when appropriate.

PE

All long hair must be tied back and jewellery including watches removed/earrings taped up.
Pumps must be used for PE. All children attending after school PE clubs must change before leaving school.
To excuse a child from PE there must be a letter.
Year 5 and Year 6 children change in separate areas. - Classroom and Hall.

General Manners

All staff will expect please and thank you from all children.
Similarly all visitors and supporting adults are to be thanked.
Thank you letters to be written to all adults who help on trips, are visitors or hosts.

Buses

The bus registers will be taken by Y5 pupils before first play. Located in the Y6 Classroom. If wet, Ramsey bus children to wait in Year 6 classroom.

Role of Headteacher

To lead and support the decisions of the staff in the best interests of the children and community.

Role of Teaching Staff

To work with the decisions the whole staff have made in forming this behaviour policy using the rewards and sanctions as we have laid down.
To monitor, evaluate and review the Behaviour Policy, including the rewards and sanctions as agreed by all teaching staff.

Role of Parents

Remember that you are the Parent and that you are a role model and you need to set clear boundaries for good manners and respect from the beginning.
Always remember to stay calm and in control but explain why the boundaries are consistent.
Encourage them to constructively discuss their concerns and problems with you enabling them to find the solution to an issue themselves.
Communication is key between child, parent, school and community. Give time to your child supporting and building their self esteem whilst listening without judging.

Role of Governors

The role of the Governors is impartial support as necessary.

Equal Opportunities

The systems and routines in place in Andreas will be applicable to all pupils and staff.

Monitoring

All staff will have input into the monitoring and review of this policy.

Review: September 2017

Appendices

Golden Stepping Stones

- *10 Golden Stepping Stones to gain the Bronze Award
- *and an additional 20 Golden Stepping Stones to achieve the Silver Award
- *and an additional 20 Golden Stepping Stones to achieve the Gold Award

Appropriate certificates will be awarded at each level.

At Silver Award level the children will have Afternoon Tea with a member of staff.

At Gold Award level the children will (as decided by Pupil Voice)

Quote from the Articles of Governance:

There are clear guidelines on when a child may be removed from the learning environment and sent home, and the school follows the guidelines laid down by the Department of Education and Children, quoted below:

“A Headteacher’s decision to suspend a pupil is only taken in response to the most serious cases of misbehaviour or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It will usually be the final step in a process for dealing with disciplinary offences following the imposition of other penalties from amongst those listed in the school’s articles of government (article 17), which are reproduced below:

- a) a requirement that the pupil apologise for his misbehaviour;
- b) a warning, reprimand or caution, either oral or written;
- c) referral to another teacher for warning, reprimand or caution;
- d) writing lines or other text;
- e) additional work, homework or reasonable physical exercise;
- f) informal detention (i.e. keeping in at break or lunchtime);
- g) a requirement that a pupil work on his own rather than in a group;
- h) loss of any privileges conferred by the school;
- i) loss of a merit point or other means of recognising good behaviour or achievement;
- j) formal detention, at break or lunchtime or, after due notice to the pupil's parent, after the end of the school day;
- k) placing on report (i.e. a requirement to report at the commencement of each lesson or session, as appropriate);
- l) payment for damage caused to property or belongings;
- m) temporary exclusion from certain classes;
- n) after due notice to the pupil's parents, a requirement to leave the school premises at lunchtime;
- o) a requirement to complete a reasonable task of benefit to the school;
- p) a requirement that the pupil give a written undertaking for his good behaviour;
- q) a requirement that the pupil transfer to another class;
- r) a requirement that the pupil attend sessions intended to improve his behaviour;
- s) informal suspension (i.e. sending the pupil home for the rest of the school day).

However, there will occasionally be exceptional circumstances where the headteacher judges that the misbehaviour is so serious as to warrant a suspension for a first or ‘one-off’ offence. Other than in these exceptional circumstances, both pupil and parents will have received early warning by the school that the pupil’s behaviour is persistently unacceptable or deteriorating, so that both pupil and parents have the opportunity to improve matters. Such early warnings may take a variety of forms, such as ‘yellow cards’ and letters or ‘phone calls to parents, etc.

The formal suspension of a pupil ranks as one of the most serious penalties to be applied – more serious than all the penalties listed above at a) to s). It is a very deliberate action to forbid a pupil from attending school, which obliges the pupil and his/her parents to reappraise very carefully the conduct of the pupil and his/her ability to integrate into the codes of behaviour expected by the school.”

2014-15:



Climbing Equipment Rota



Day	Year group
Monday	Year 4/5
Tuesday	Year 3/4
Wednesday	Year 1/2
Thursday	Year 6
Friday	Reception

an example of the ABC chart:

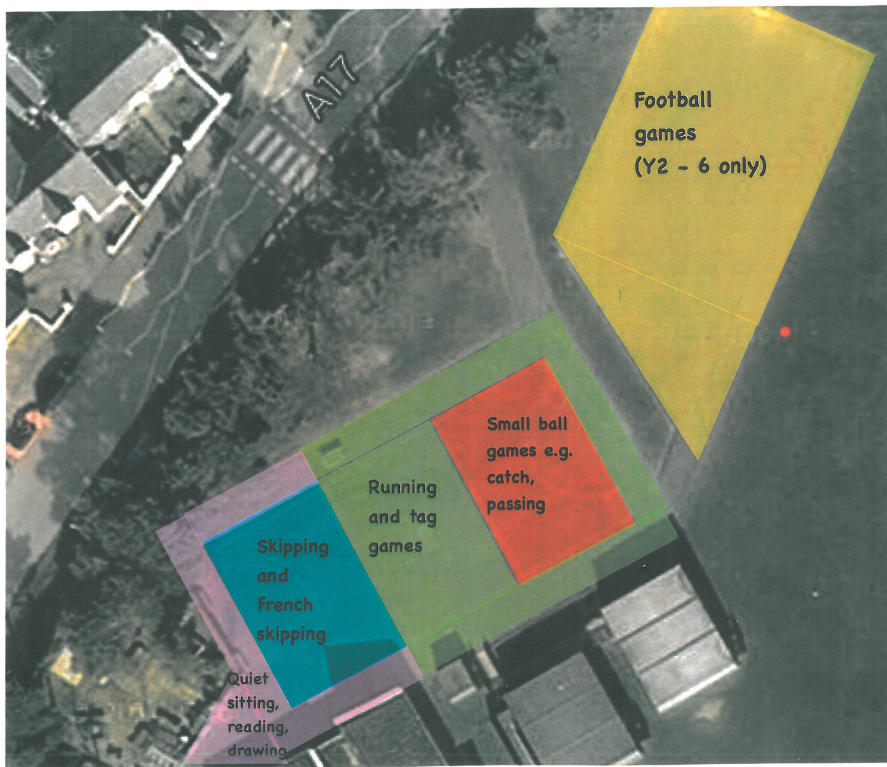
ABC CHART

Name:

Date	Time	A-Antecedent <small>What specific activity or event occurred before the challenging behavior?</small>	B-Behavior <small>What specifically did the person do or say?</small>	C-Consequence <small>What happened after or as a result of the challenging behavior?</small>	Initials

Agreed Activity Zones:

NOTE: Top Playground = Year3 - 6.



ENDS