



**St Peter's CE Primary School
Colwich CE Primary School
St Andrew's CE Primary School**

Behaviour Policy

Signed:..... (Chair of Mid-Trent MAT)

Signed:..... (Local headteacher)

Date Policy Agreed: 13th December 2018

Date of Next Policy Review: Autumn 2020

The aims of this Mid-Trent Multi Academy Trust (hereafter called 'The Trust') policy are:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions;
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment;
- To promote Christian values of respect, care and forgiveness;
- To ensure that staff are aware of children with diagnosed disabilities/differences which may affect behaviour and that these are acknowledged.

The above are achieved in the framework of a relaxed, pleasant atmosphere in which children are encouraged to give of their best both in the classroom and in extra-curricular activities and are stimulated to fulfill their potential.

It is expected that everyone in the Trust school communities will follow and adhere to the Trust's behaviour policy. All adults are expected to model the behaviour expected from children.

Pastoral Care

Pastoral care is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the headteacher in matters of pastoral care and also have access to the school SENCO, Education Welfare Worker and other professional support services where needed.

Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Although there are agreed sanctions for children who misbehave, it is the encouragement of good behaviour which is more positive than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons and in school worship and assemblies. Staff award stickers, certificates, postcards and points should be used to acknowledge and reinforce positive behaviour as well as academic achievement. Praise should always outweigh censure.
3. A well managed, well planned environment decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. Behaviour is taught in the same way as other areas of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem and censure should focus on the behaviour not the child.
5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.
6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
7. Certain behaviour, such as bullying, rudeness, fighting and swearing is never acceptable and should always be dealt with when encountered.
8. It should not normally be necessary to shout. The use of physical punishments will NEVER be supported under any circumstances.
9. Individual school headteachers reserve the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the headteacher when behaviour causes concern.
10. All staff should maintain high expectations for good behaviour, apply the Trust policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example adults set particularly in the way conflict is managed.
11. Local headteachers should ensure that all employees of the Mid-Trent MAT and students/volunteers (as appropriate) should be made aware of this behaviour policy and should sign to having read this and any subsequent review.
12. Local headteachers should also ensure that all employees of the Mid-Trent MAT should be made aware of the MAT Restrictive Physical Intervention policy and associated guidance and should sign to having read these and any subsequent reviews.

Damage to property

Damage to school property through mis-behaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate with a request for a voluntary contribution towards the cost of repair or replacement.

Behaviour by pupils whilst not on school premises and outside of the normal school day

The school/Trust will impose appropriate sanctions where it is satisfied that it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school/Trust:

- Have repercussions for the orderly running of the school;
- Pose a threat to another pupil, a member of staff or member of the public; or
- Adversely affect the reputation of the school or Trust.



Colwich CE Primary School



In God's Name, We Learn to Love, Love to Learn, Learn for Life

At Colwich Church of England Primary School, we believe that every child matters and work hard in partnership to ensure the best possible outcomes for each individual child. We strive for continuously high standards of behaviour, whilst endeavouring to preserve and share important values which are intrinsic to our school. Our behaviour policy is designed to reinforce and promote positive behaviour and not just deal with negative behaviour.

One of the crucial factors when dealing with behaviour is a consistent approach. It is essential that children acknowledge what is acceptable and are aware that staff will praise positive behaviour, whilst dealing with negative behaviour appropriately. Children need to know that there is a consistent form of response, particularly as for some children, school may be their most stable environment. We have chosen some Golden Rules to promote consistency throughout the school.

Children at Colwich School are aware from a very early age in the Foundation Stage, that they have a choice when it comes to behaviour. They are encouraged to make 'good' choices but it is also made clear that there are consequences for making a poor choice and choosing negative behaviour.

Golden Rules

We are gentle – we don't hurt others.

We are kind and helpful – we don't hurt anybody's feelings.

We listen – we don't interrupt.

We are honest – we don't cover up the truth.

We work hard – we don't waste our own or others' time.

We look after property – we don't waste or damage things.

Golden Time

Golden Time is a period during the week, where the whole school celebrates their good behavior by taking part in activities they would not normally get to do in regular class time. It is a treat which gives children the incentive to behave during the week.

- Golden time usually runs weekly on Friday at 2:30 – 3:15pm (There will not be an afternoon break on this day).
- Adults in school run an activity that is usually open to all year groups*
- Children sign up for an activity at the beginning of the week.*
- All children start the week with full Golden time and should be praised for sticking to the rules.
- Should a child choose to deviate from the rules, they will be given a warning. Should they continue to carry on with that behaviour they will lose 5 minutes golden time.
- A record of loss of Golden Time is kept by the teacher but not on display and parents are informed.
- Those children who have incurred lost time assemble together away from the activities on offer and sit in silence for the duration of their missed time: they are encouraged to reflect on the reasons for losing Golden Time. A teacher will accompany them.
- If a child has lost some Golden Time for three consecutive weeks, the Headteacher will inform his/her parents in writing; parents will be invited to discuss behaviour issues with the Class Teacher and if necessary, the Headteacher.
- Those children not missing Golden Time for approximate half-termly periods are entered into a draw to win a prize.
- If children do not miss any Golden Time throughout the year they receive a certificate at the end of the year.

(*unable to complete whole school during COVID)

Rewarding good behaviour

- The school rewards good behaviour during celebration worship. These assemblies are held weekly and reward pupils for behaviour, work or attitude across any aspect of the school's life. Pupils are nominated by their class teacher.
- In addition to this reward points are awarded and credit is given for following the Golden Rules.
 - ✓ 50 reward points for a bronze badges
 - ✓ A further 50 reward points ('dojos') for a silver certificate
 - ✓ A further 100 house points ('dojos') for a gold certificate
- Children are able to participate in the whole of Golden Time held each week on Friday afternoon.
- Headteacher certificates are awarded for particularly good behaviour or work; these are presented at a weekly Awards Assembly.
- A 'star of the week' is chosen for each year group; during Monday's worship, and the child's photograph is displayed for the week on a centrally located notice board.
- At the end of each half-term, there will be a prize draw for all pupils in the school who have not lost Golden Time.

Other ways in which good behaviour is rewarded

- Quiet word, smile acknowledgement
- Written comment on pupil's work
- Praise in front of class group
- Visit to another member of staff or headteacher
- Written comment, from teacher to parent
- Acknowledgement in school newsletter

Sanctions when behaviour is unacceptable

- Immediate verbal or non-verbal check of misbehaviour and warning of loss of Golden Time.
- Loss of Golden Time in 5 minute blocks.
- Time out at playtime
- Extra work where work is clearly below potential
- Referral to Leadership Team member/headteacher
- Parental involvement; parental consultation is required in agreed strategy of support for child
- Referral to outside agencies
- For incidences of mis-use of electronic devices – including cyber bullying please refer to e-safety policy
- Temporary and permanent exclusion from school*

Guidance for the playground

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and encouraged to make friends after disputes. Time needs to be put aside to repair and rebuild offering children a way back.
3. School Rules and Golden Rules should be applied consistently and children reminded of them regularly.
4. If a child continues to misbehave after a warning from a member of staff on duty or lunchtime supervisors, the child will be asked to stand at the top of the playground for a period of 'Time Out'. If behaviour persists they will be referred to the Key Stage Leader or Headteacher.

*Any verbal or physical assault perpetrated by a child towards an adult in school, whether a paid member of staff or volunteer is likely to result in exclusion.