



## Behaviour policy

### Aims

- We expect high standards of behaviour in our school.
- We encourage everyone to have high expectations of themselves and others and to care for and about each other
- We expect all at the Minster school to show respect and understanding towards everyone, recognising and respecting individuality and children's differing experiences.
- Our behaviour policy seeks to promote these aims.

### Encouraging positive behaviour

- We take a pro-active approach to creating learning environments in which pupils learn to choose appropriate, responsible behaviour. The school will use an Assertive Discipline approach to managing behaviour, which encourages positive management of behaviour.
- Going forward, each class will have a classroom charter which clearly defines the rights and responsibilities as agreed by the staff and class. This will be agreed in early September and then reviewed throughout the year. It will form the basis of expected behaviour and is displayed in every classroom.
- The school will also develop club and lunchtime charters, to encourage sensible behaviour choices. These will be reviewed with children and returned to regularly throughout the year.
- Pupils are taught the rights and responsibilities in the charters and they understand the rewards and sanctions which are attached to them.
- Encouraging positive behaviour includes the involvement of senior staff and Parents/ Carers, as appropriate.
- All staff seek out and praise examples of good behaviour and also follow procedures if behaviour doesn't comply with the codes.
- In exceptional circumstances children may have an IBP (Individual Behaviour Plan) if staff identify a child's behaviour as a significant issue.
- The school works closely with other professionals to encourage positive behaviour, for example they may choose to involve people who are trained ELSAs, Education Psychologist, well-being workers, Local Area Team members or health professionals. Parents / carers would always be informed before such involvement.
- A merit system is in place whereby children can earn house points for things including excellent behaviour choices. Merits are recorded by staff in children's planners. Children will not have those merit marks taken away; any poor behaviour will be dealt with by using the recognised sanctions rather than removal of merits that have been earned. At the end of each term the merit points for each house are totalled and a special treat is organised for a reward for the winning house.
- Staff will take account of any particular need or reason why a child may find it difficult to behave appropriately. Whilst adults may be understanding, it still remains unacceptable for children to hurt or upset another child.
- Staff will always listen and try to resolve any conflict or help children learn from behaviour mistakes.
- Staff will use a variety of non-verbal and verbal ways of encouraging good behaviour and reminding children if they do not behave appropriately. A 5 step system will be used in class if children do not behave. (\*see attached). Staff may introduce additional strategies to encourage good behaviour for pupils in their class (for example a class reward system, using smiley stamps, 'star of the day' etc.)

### Exclusion:

- Any child putting other children, staff or property at risk should be considered by the Headteacher for exclusion.
- The school follows the **school** exclusion guidelines.

**This policy supports our school aims**

Signed: \_\_\_\_\_ (Chair of Governors)

Date: Nov 2019

Policy to be reviewed in Nov 2020

## **APPENDIX 1**

- 1) A child would not normally need to move beyond step 1. In extraordinary circumstances of very poor behaviour a child may move straight to step 3, 4 or 5.
- 2) As a staff we will use positive instructions wherever possible, for example instructions that start with **DO** . . . . and the behaviour you do want rather than '**Don't** . . .and a behaviour you don't want.
- 3) At any point a class or subject teacher may make the decision to talk to a child's parent / carer if behaviour is becoming a concern
- 4) Behaviour will be reported on formally at both Parents' Evenings and in school reports.

### **Rewards may include (not a definitive or chronological list)**

1. Verbal praise
2. Stickers / notes home
3. Certificate in assembly (mainly Pre Prep)
4. Merit
5. Phone call or letter home
6. Letter from Headteacher or Senior member of staff

### **Sanctions (day to day strategy)**

- Step 1 Warning recorded in classroom
- Step 2 Child on 'time out' for 5 mins at play time
- Step 3 Child on 'time out' outside staff room for 5 - 10 mins (dependent on age of child)
- Step 4 Child seen by Mademoiselle Schoukroun
- Step 5 Child seen by Mrs Mitchell

- We will use the UN children's charter throughout the school as a basis for encouraging responsible behaviour and refer to 'rights' and 'responsibilities'.