



## **Aims of the School**

Underpinned by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance, at St Peter's Brafferton our overall aim is to nurture and develop enquiring, critical minds and creative imaginations, along with the self-esteem and disposition to use them to the full.

# Behaviour Policy October 2017

## Aims

This policy aims to:

- Promote positive behaviour, forgiveness and Christian values
- Promote friendship, trust and respect for all
- Outline guidance and expectations for all members of the school community to ensure a consistent approach

At St Peter's we want every child to feel like they belong to our community and are able to engage in learning in a safe, secure and happy environment, leaving with fond memories of their time with us.

We see education as a partnership between home and school and have written this policy with contributions from parents, children, governors and staff to explain what we expect of children, how we work to achieve our aims and what we do when things go wrong.

## We expect children to...

- listen to adults and each other without interrupting or 'talking over'
- speak politely to everyone
- walk around calmly and quietly inside the school building
- consider others' feelings when speaking
- have a positive attitude and try hard
- take turns
- value their own and others' work
- work and play co-operatively with each other
- tell the truth and take responsibility for their own behaviour
- accept a solution or consequence if they have done something wrong
- say sorry and recognise the impact of their behaviour on the other person
- care for belongings and school equipment
- let an adult know if they have been upset or hurt
- feel responsible for giving a good impression of themselves both in and out of school

## Children can expect staff and governors to...

- ensure the school environment is safe
- encourage children to show and accept forgiveness in the spirit of our caring Christian Family



- create a positive atmosphere in the classroom and around school
- maintain good discipline in the classroom, playground and during off-site visits
- model exemplary behaviour themselves
- listen and hear everyone's points of view
- discuss issues and facilitate a fair outcome when things go wrong
- address children calmly and politely in a reasonable tone of voice
- supervise the playground well
- treat children fairly and equally
- treat children as individuals and take an interest in their lives
- read messages in home-school diaries and sign weekly
- keep parents informed of behavioural issues in school when necessary

We expect parents, carers and guardians to...

- ensure children arrive in good time for the start of the school day
- ensure children get a good night's sleep on 'school nights'
- ensure children eat breakfast each morning
- ensure children bring in a coat, PE kit, reading book and diary each day
- ensure children wear the correct school uniform
- ensure children behave well when arriving and leaving the school premises
- support children to become confident, independent adults by expecting them to carry their own bags, hang their coat up, look after their belongings etc, by themselves
- let school staff know if there are issues which are affecting or may affect their child's behaviour (in or out of school) and to work in partnership with the school to resolve these
- read and support this policy and help their child keep the rules
- monitor and regulate TV watching and computer games, especially around violence
- be positive with their children, rewarding them for good behaviour
- sign home-school diaries weekly and read messages written by the class teacher
- abide by school rules when on school site or at the gates
- to treat staff with respect

We have a simple set of whole school golden rules, displayed in every classroom and around school, which are used by adults to remind children what is expected:

- We care for everyone and share
- We are gentle so everyone feels safe
- We look after property
- We are polite and kind to everyone
- We listen and follow instructions first time

Assemblies and PSHCE (Personal, Social, Health and Citizenship) lessons are used to explore these rules and our school values in more depth.

Repeated actions directed at someone else that are deliberately carried out in order to cause physical or emotional hurt is termed 'bullying'. This may include name calling; mocking another's appearance, background or culture; exclusion from games; making fun of their work; making threats; stares; talking in a derogatory way about the person to others. If we notice or are alerted to 'bullying' we will work with all concerned to resolve the issue.



Fighting is never acceptable. We do not allow play fighting as this can lead to real fights. Hitting someone because they accidentally knock into you is not acceptable. Children must not hit back; we expect them to resolve disagreements, with our help if needed, in other ways. We facilitate talking things through, hearing everyone's version of the events and reconciliation. We encourage children to share their concerns and provide a variety of ways in which they can do this – friendly, caring staff who always make time to listen carefully; regular PSHCE lessons and 'talk' boxes in classrooms where children can write a note to their teacher.

### Rewards and Sanctions

In addition to verbal praise, both 1:1 and in a group, we aim to reward children for positive behaviour through our Golden rules sticker / stamper books. Children earn a bronze, silver or gold certificate which are awarded in weekly celebration assemblies, according to the number of stickers they collect. When a child has collected 60 stickers / stampers they will also receive a reward from the Headteacher. Children may receive a special mention in our Golden book which is read out at our weekly Celebration Assembly and results in an achievement certificate.

The vast majority of children respond to a reminder about the rules and a warning about consequences. The removal of a privilege may be used as a next step, such as losing a playtime; working away from others in the classroom or finishing work at playtime.

If a child needed to work elsewhere in school we would let parents know. If a child has to be excluded from school, the head teacher would contact the parents to discuss this with them. This may be for the remainder of a day, a specific number of days or permanently. Exclusions are serious and we hope to avoid them by home and school working together. An Exclusion is reported to governors and North Yorkshire County Council and is recorded in the child's file which goes to secondary school. Parents have the right to appeal against an Exclusion.

*It is our job to manage the behaviour of children in school. We would ask parents not to intervene with another child's parents or with another child, but to report the matter to us in school.*

### Children with Particular Needs

Some children with very specific difficulties find it hard to behave. We aim to give additional support, in consultation with parents, and if needed seek support from outside services, again with parental agreement.

### Additional rules to support behaviour

No toys in school without permission.

No mobile phones in school. We allow children to use the school phone if they need to ring home.

Cough sweets should be given to the class teacher and not kept in school bags or drawers.

Hats, hoods and caps may not be worn inside school. No jewellery should be worn, except plain stud earrings. No make-up should be worn or brought to school, including nail varnish.

Children are not allowed to go on the play equipment before/after school unless attending BASE.

Reviewed October 2017

Re Review date Oct 2018



**St Peter's Brafferton**  
C of E (VA) Primary School

*Aspiring, Believing and Achieving together*