



## St. Merryn School Behaviour Management Policy

### Our Mission Statement

RESPECT

To respect everything and everyone

### Rationale

At St. Merryn School we believe that a school must be a happy and safe environment for effective learning to take place. Children, staff and parents must feel confident and have a sense of belonging. Each child will be encouraged to become independent and responsible, taking an active part in his or her own learning. Emphasis will be placed on the development of the child's self-discipline and this policy aims to clarify how we aim to achieve this.

This policy was drawn up by the pupils, staff and Governing Body and outlines the purpose, nature and management of behaviours and discipline in our school. It reflects the consensus of opinion of the staff, parents and pupils of the school.

The fundamental principle that underpins our whole approach to school behaviour is that no one has the right to prevent a child from learning or a teacher from teaching. All members of the school community should recognise and respect the rights and responsibilities of others.

This policy is designed to ensure the safety and well being of everyone, and to create a positive atmosphere in which everyone can flourish.

Governors will review this policy on a two year cycle. Pupils and parents will be consulted on their opinions.

The goals of this policy are:

To develop a safe, caring and secure environment where all members of the community accept responsibility for their own behaviour and respect the rights of others.

To ensure the consistent management of school rules, rewards, sanctions, ethos and behaviour within the classroom and school.

### AIMS

1. That the school behaviour policy is understood, supported and followed by all school stakeholders, based on a sense of community and shared values.
2. To provide a calm, orderly and caring atmosphere in which both staff and parents work together as a partnership for the welfare of the pupils.

3. To teach, through the school curriculum, positive values and attitudes as well as knowledge and skills.
4. To encourage pupils to be polite, well mannered, helpful to each other and to become good citizens.
5. To strengthen pupil interest in learning and to foster a sense of pride in attending our school.
6. To ensure that all stakeholders benefit from this policy.
7. That the behaviour policy should focus on the reinforcement of acceptable, appropriate behaviour and outline a clear set of consequences for those who choose not to follow the accepted code of behaviour.

### **Moral Code**

As a community, we are dedicated to the values of fairness, compassion, honesty, responsibility, respect and courtesy that contribute to a positive, diverse, safe and caring learning environment.

### **The School Rules**

To be displayed in every room in the school.

Do listen

Do be honest

Do work hard

Do be kind and gentle

Do respect others and their property

### **Rewards and Sanctions**

We like to recognise and reward good behaviour. This takes place in a variety of ways including being selected to do tasks and take responsibilities for which there is competition, public commendation, recognition, stickers, certificates, and by constant praise.

The children are aware of the rewards system that is in place and the consequences, which are used to help children think about their behaviour and to develop a positive attitude towards learning in school. These are clearly displayed in each classroom.

### **Rewards**

Rewards are given for pupils who have obeyed the school rules:

Types of rewards:

Stickers

Stars/Smiley faces in books

Pupil of the week certificates for classrooms and lunchtimes

Extra playtime

## Consequences

- 1 A warning – This should be verbal. It should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning.
- 2 Second warning – On a pupil's second warning their name and date should be put in the class book and they should miss 5 minutes of playtime.
- 3 Third warning – If the pupil's behaviour does not improve their name should be underlined in the book and dated. They should be sent to see the head teacher and miss a whole playtime.
- 4 Parent interview and behaviour action plan set – If behaviour continues to be poor parents should be invited in to discuss the behaviour and agree an action plan to be reviewed weekly, a decision at this stage should be made about external agency support. Review home/school agreement.
- 5 Temporary exclusion
- 6 Permanent exclusion

## Nursery Class

The Nursery uses slightly different rules and consequences to enable pupils to understand. This is a generic behaviour plan, put in place to aid consistency within the Nursery. Any child, who requires it, will have an individual provision map put in place with consultation with the SENCo and Head teacher.

### Nursery Rules:

- We use INDOOR VOICE (indoors) and KIND WORDS
- We have KIND HANDS & KIND FEET
- We WALK indoors (Show me your lovely walking)
- We SHARE our toys
- We are KIND to others

### Staff Roles:

- Be calm
- Be patient
- Be consistent
- Thinking mat to always be in the same place to aid consistency
- Be positive (Do not use negative words e.g. 'No, Naughty') use STOP if required.
  - o Continually praise good behaviour
  - o Focus positively on children who are complying with Setting boundaries
- Be a good role model
- Sit with a child who is on the thinking mat to support them
- Embed in all children an ethos of saying 'Stop! I don't like that' putting two hands up if they feel uncomfortable with a situation, or feel concerned in any way.

**Approved by Staff – October 2016**

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**Review Date – October 2017**