



THE CHURCH OF ENGLAND
Diocese of Manchester

CHURCH FOR A DIFFERENT WORLD

St. Peter's C.E. Primary School

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National Support School
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Teaching & Leadership

BEHAVIOUR AND GOOD MANNERS IN SCHOOL

Summary guidance for Children Parents & Carers.



“Learn, sparkle & shine...”

What is our vision?

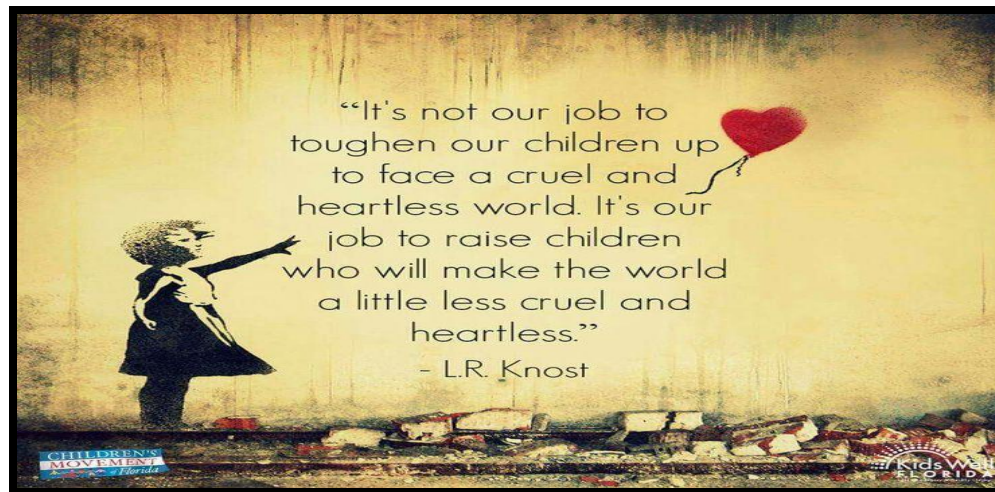
As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our children will contribute to and prosper in society.

Our school purpose is to signal a route to a life that many don't think possible! Our overall aim is to maximise social mobility!



How will our vision be achieved?

We believe our vision will be achieved if we provide our children with an environment in which they can
“Learn, Sparkle & Shine...”

We aim to effect the environment to which the children are exposed; to maximise pupils' opportunity to **“Learn, Sparkle & Shine..”**

Our aim Our children will....	Our beliefs and values. Why?	Our strategy What will we do?	Our strategy What will you see?
Learn	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) <ul style="list-style-type: none"> Promote the incremental learning theory – growth mindset approach Reward effort and attribute success to hard work and determination 	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken. Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Sparkle	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible challenge- The aim of visible challenge is to support our growth
Shine	We believe that by using Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)	mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

“Learn, sparkle & shine..”

What does good behaviour in school look like?

Expectations in the classroom

- Always listen to the teacher when you are asked to do so.
- Work sensibly with your classmates. Do not distract the learning of others.
- Keep busy. There is always something to do and learn.
- If you are asked a question or asked to give an opinion put up your hand and wait until it is your turn. Do not shout out.
- Put every thing away in the correct place. Make sure the classroom is clean and tidy particularly at the end of the school day.
- Be keen.... Stay green!

Expectations in the Playground

- Follow the instructions of the adults outside
- Tell an adult if worried, frightened or sad
- Allow others to get on with their own games
- Keep hands and feet to ourselves
- Ask for permission before going back inside the building
- Play together and look after each other
- Stop and stand still when the bell rings or the teacher on duty tells us to stop
- Walk sensibly and quietly to the classroom



How do we promote good behaviour?

We give lots of rewards and encouragement

The emphasis is on the positive approach of encouragement and praise rather than the negative one of criticism and punishment. A feeling of success and achievement is crucial to the child's self-image - the opportunity to praise a child is never missed!

Praise is given in many ways.

- a quiet word or encouraging smile
- a loud congratulations and a round of applause
- a written comment on pupil's work, either in general terms or in a more detailed way, picking out specific points or ideas.
- a visit to another member of staff for a commendation
- a public word of praise in front of a group, a class or the whole school.
- written acknowledgement through the Super Learner Award and entry in to the smile file
- points or stars within the class reward system.
- merits, which the children gather and keep on a card in school until completed. A new card is then issued.
- acknowledgement to parents in the child's Home Contact book.
- participation in gaining a class reward or treat for cumulative good behaviour.
- 'Praise Postcards' posted home to the child.
- assertive discipline rewards as agreed by the whole class. E.g.
- dojo points



What is inappropriate behaviour and how will it be dealt with?

The importance of offering pupils encouragement and reward, as and when appropriate, cannot be over-estimated. At the same time, it should be recognised that the pupils need and benefit from very clear guidelines of acceptable behaviour. It follows that there is a need for certain sanctions as a result of inappropriate behaviour. At St. Peter's we call this the traffic light system. (Please note however that the traffic light system is also used to recognise and acknowledge behaviour that is exceptional (above and beyond) with children being able to move to both silver and gold trophies throughout the day.

GREEN

- **Children start each day on green and stay there if they show good behaviour. Children may move to silver or gold if they demonstrate behaviour above and beyond the norm.**
- **Children can have 3 verbal reminders and still stay on green (although they will move up the thinking bubbles as recognition that they need to be showing due regard to their conduct and be thinking about their behaviour.**

AMBER

- **If children need another reminder, (4 in total) they go to Amber.**
- **They can go back to green if they change their behaviour and apologise for the disruption – this is dependent on adult judgement.**

RED

- **If children need another reminder, they go to Red.**
- **Children can move directly to Red for a non-negotiable behaviour.**
- **All incidents at this level are recorded in the file kept in the Head Teachers Office**
- **Parents are sent a Red Alert text message home at the end of the day.**
- **5 entries in to the record over the course of a term will result in a warning letter being sent to parents, indicating that the sanction for persistent incidents may be enforced (see below).**
- **10 entries will trigger the sanction for persistent incidents.**

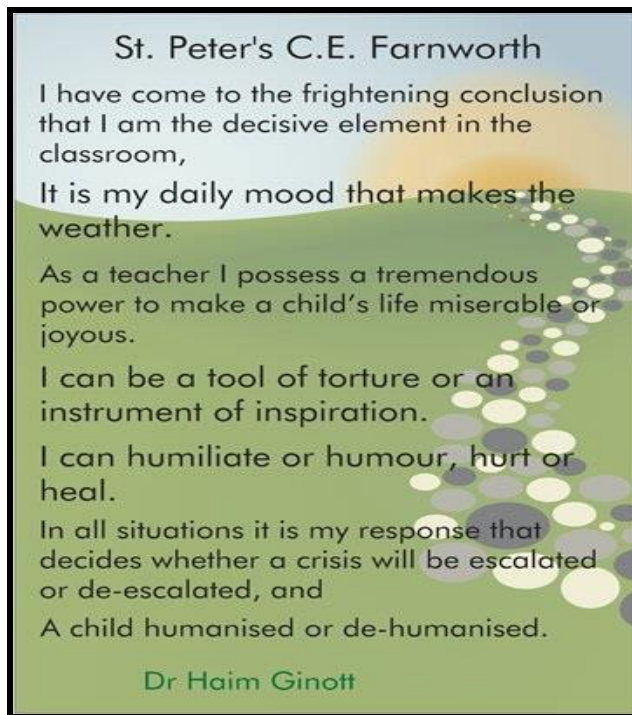
(Following a major incident or persistent red incidents)

- **Children can move directly to an internal exclusion at the discretion of the Head teacher and in line with this behaviour policy.**
- **Fixed Term and Permanent Exclusions are to be initiated by the Head only. All incidents at this level are recorded in SIMS**

All of the behaviours listed below are unacceptable, but we recognise that some behaviours are of greater concern than others. We therefore graduate our response accordingly using the following guidance. The aim is always to reduce the occurrence of inappropriate behaviour through the use of negative consequences, **whilst always promoting and encouraging good behaviour through the use of positive consequences (as previously discussed)**

<u>Level</u>	<u>Behaviour</u>	<u>Response/Consequence</u>
<p>1.Low Level General class management</p>	<p>Being noisy, teasing, pushing in, interrupting the teacher, telling tales, squabbling, time wasting.</p>	<ul style="list-style-type: none"> • the "look" to discourage! • Immediate checking of misbehaviour and reminder of the rule the child has broken. • Thinking time given on the traffic light system with a warning that they are about to move to next level if behaviour does not improve.
<p>2. Persistent low level.</p> <p>Medium level</p> <p>Requires a consequence because of its intensity or frequency.</p> <p>Class level, but starting to alert senior staff and parents.</p>	<p>All the above behaviours, but demonstrated more frequently and consistently.</p> <p>Persistent teasing, rudeness, graffiti on books or tables, deliberately spoiling others' games, name calling, lying, hindering others from working.</p>	<p>This is likely to mean that the child has had the required number of warnings to reach red on the traffic light system and has therefore been sent for recording in the school recording system</p> <p>In addition to above;</p> <ul style="list-style-type: none"> • Repair or repayment of some kind. <ul style="list-style-type: none"> - picking up litter for those who drop it. - comforting / caring for the child who has been injured - cleaning up where damage has been caused. • Loss of free time.... a playtime, a free-choice time etc. • Loss of privilege e.g.. membership of team/club/special classroom activities etc. for a brief time.
<p>3.Severe level</p> <p>Requires formal involvement of senior staff and parents</p>	<p>All of the above but with increased frequency and consistency.</p> <p>Graffiti/vandalism, racial abuse, kicking, hitting, fighting, deliberately damaging school equipment, leaving the classroom without permission, refusal to engage in learning or lessons.</p> <p>Personal offensive comments aimed at staff.</p>	<p>This is likely to mean that the child has reached 5 entries in the school recording system across the course of a term.</p> <p>In addition to above;</p> <ul style="list-style-type: none"> • Parental consultation including use of Home Contact book or formal meeting to discuss course of action. • Use of head teacher behaviour chart to record and monitor behaviour, daily • Withdrawal from the class - supervision by another member of staff. Suitable work for the child is provided by the child's own class teacher. • Behaviour targets for IBP – involvement of SENco. • Regular meetings with parents <p>If no improvement and the child proceeds to 10 recoded entries</p> <ul style="list-style-type: none"> • Completion of 'early help' form to record all information about the child • Referral to outside agencies (Early help assessment) for support e.g., Ed psych, CAMHS, School nurse. BSS • Fixed term exclusion • EHA sent to the PRU for admittance if possible.

<p>4.Extreme</p> <p>Requires urgent involvement of Head teacher or Deputy Head and parents.</p>	<p>Refusal to follow instructions and being extremely uncooperative with staff.</p> <p>Violence towards staff or pupils which does not cease upon immediate request.</p> <p>Leaving the school premises.</p>	<p>In addition to the above;</p> <ul style="list-style-type: none"> • Immediate referral to HT • May need to use physical restraint (see separate policy) • Contact parents/carers with urgency • Possible fixed term exclusion – if their behaviour is contradicting the school's policy on maintaining pupil safety at all times and is a serious breach of school's code of conduct. • Referral to outside agencies (EHA) for urgent support e.g., Ed psych, CAMHS • Severe cases could result in a permanent exclusion.
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Designed and Produced by

St. Peter's C E Primary, Farnworth

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