



# St Andrew's CE VC Primary School

**A church school that learns, grows and achieves together**

“Train up a child in the way he should go,  
and when he is old he will not depart from it”  
Proverbs 22:6

## Behaviour Policy

Signed (Chair)	Name Derek Jones	Date
Signed (Head)	Name Helen Green	Date
Ratified by Governing Body on		Next Review

### **Equality Impact Assessment (EqIA)**

*This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.*

### **EqIA outcomes**

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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## BEHAVIOUR POLICY

St Andrew's is a place where children, parents and school staff support each other within a nurturing, inclusive Christian environment and where children are encouraged to become the best version of themselves in a safe environment

### **Preface: Christian Ethos**

2 Kings 18:3, "He did what was right in the eyes of the Lord, according to all that David his ancestor had done."

Throughout the period of Kings in Israel's history there were good kings and bad kings. The Bible goes to great lengths to point out which ones feared the Lord and ruled justly (good kings) and those who didn't and acted wickedly and unjustly (bad kings). Hezekiah is praised in the Bible for doing what was right just like king David (who while not perfect was a "man after God's own heart"). The good kings are remembered so we might seek to be like them, with the bad kings standing as a caution to us. This policy outlines acceptable and unacceptable behaviour, with rewards and sanctions given accordingly.

### **Aims**

1. To create and maintain a caring and secure environment where there is mutual respect for all.
2. To develop self- discipline and the ability to work co-operatively and independently.
3. To foster a caring attitude for the school environment and equipment.
4. To help pupils distinguish from right and wrong, being able to accept responsibility for their own behaviour.
5. To help pupils understand the consequences of their actions, both individually and as a group.
6. To give children strategies to understand and control their behaviour.

### **Guidelines**

- At the start of each academic year each teacher will work with their pupils to create their own class rules. These will be based on a system of rewards and sanctions written in a positive, constructive language that emphasises the expected behaviour.
- Partnership between home and school will be fostered by good communication, shared understanding of school discipline policy, with fair treatment of all parties.
- Children will be taught strategies to behave and respond appropriately.
- All staff at the school will be included in formulating and carrying out the discipline policy to ensure consistency.

## **School rules**

- Listen when an adult is talking
- Have good manners and be polite
- Be kind and helpful to one another
- Respect everyone
- Make visitors feel welcome
- Aspire to do your best – “Go for the challenge!”

## **Rewards and sanctions**

Rewards and sanctions are implemented to help the pupils understand that their actions have consequences.

Rewards we give include:

- House points
- Individual praise - given verbally or written in pupils' books
- Public praise – certificates from the class teacher presented in weekly whole school celebration
- Head teacher stickers – pupils who have done especially good work or who have behaved exceptionally well, will be sent to the Head teacher for praise.
- Whole class reward to encourage cooperation and collective responsibility.

Sanctions

- Non-verbal warning eg a look, shake of the head
- Verbal warning
- Discuss with the pupil that he/she knows the behaviour was unacceptable
- Discussion with pupil about possible strategy to avoid repetition of same behaviour
- Remove to another area in the classroom- isolation from other pupils
- Reduction in privilege time eg Golden time
- Loss of playtime in order to catch up on learning

Persistently bad behaviour will result in:

- Removal from class to another classroom or to Head teacher
- The incident being logged
- Parents being informed
- Withdrawal of major privileges eg extra- curricular clubs
- Report card (KS2)

At St. Andrew's we always try to work within a positive framework, where we will not tolerate any rudeness, bullying (including cyber bullying), racial remarks or inappropriate language. For pupils who present with persistent or exceptionally challenging behaviour we will seek advice from outside agencies eg Educational psychologist, Behavioural support. In the event of continued serious breaches of the school's code of conduct, the formal sanction process will come into force (under LA guidelines), leading to temporary or permanent exclusion.

## **Lunchtime**

During lunchtime the midday supervisors operate a system of red and green cards. On entry into the hall for lunch all children are on “green”. A red card is issued when children demonstrate that they are not following the school rules. The issuing of a red card encourages the children to improve their behaviour and to earn back their green card status. If a child remains on red into the playground/field then there will be a sanction of time out.

### **House points**

A house points system is in place involving 4 different houses. House points are totalled each week by children in Year 6 and announced during Worship and Celebration. They are also displayed in the school hall and in the newsletter. Termly totals are kept and a rosette awarded to the winning house each term. At the end of the year, a trophy is awarded to the house with the most points.

### **Conclusion**

This policy will be read in conjunction with the latest documentation provided by South Gloucestershire and Government recommendations. Rules will be reviewed annually; policy to be reviewed as needed.