

# MOTTRAM ST. ANDREW PRIMARY ACADEMY



## BEHAVIOUR POLICY

We consider ourselves to be a family at Mottram St Andrew Academy. Staff, children, parents and the community alike all play a part to create a happy learning environment where everyone feels valued, secure and motivated to learn. We aim to promote an environment where all children can experience success and realise their potential. We believe good behaviour is the key to a good education and that every member of our school community has a responsibility to teach children socially acceptable behaviour. Although we promote self-discipline whenever possible, we acknowledge that self-discipline can only become the norm when clear expectations and boundaries are set.

**Bullying of any kind is not tolerated (see separate Anti-Bullying Policy).**

This policy applies at all times and includes Enrichment Activities, School Visits, including Residentials, and Out of School Club. It is consistently applied by all staff.

### ***Aims***

- To promote high standards by modelling and praising positive behaviours.
- To encourage high standards of behaviour emphasising praise and positive reinforcement.
- To ensure all adults and children treat each other with mutual respect and consideration.

The desired outcome is that children will be motivated and enthusiastic members of the school community, taking a pride in themselves and our school.

We encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the staff member's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

### ***Implementation***

We are aware that we share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to exercise. All staff, whether teachers or support staff deal with situations in a fair and consistent way listening to both parties as necessary.

Poor behaviour may be triggered or be influenced by situations outside of school. We encourage parents to share problems with us at an early stage in order that we are aware of any such factors and can deal with situations appropriately. It is the 'behaviour' not the child that we focus on.

It is recognised that children need to be taught the guidelines for acceptable behaviour.

All members of Mottram St Andrew Primary Academy follow our four key values:

- Kindness
- Honesty
- Co-operation
- Determination

## **Behaviour rules**

These rules are taught to the children at the start of each academic year. These are referred to regularly when issues arise.

**Always do our best.**

**Be polite and use our best manners.**

**Be kind, respectful and helpful.**

**Be honest and responsible.**

**Keep our hands, feet and objects to ourselves.**

**Stay safe and care for people and property.**

A “Green is Great” approach to behaviour management (see below) is used to promote, improve and maintain good behaviour.

Good behaviour and respect are taught as an important part of the curriculum in Personal, Social and Health Education (PSHE).

## **The Role of Staff**

- To follow and apply this behaviour policy
- To be fair and consistent
- To develop an effective learning atmosphere
- To have high expectation of good behaviour
- To deal effectively with bad behaviour
- To treat everyone with courtesy and consideration

The Headteacher fully supports the staff in the implementation of this policy.

## **The Role of Pupils**

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school’s behaviour policy
- To be polite, considerate and caring

## **Role of the Parents, Carers and Families**

- To be aware of this Behaviour Policy and the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school in its approach to discipline.

## **Home School Agreement**

The Headteacher asks parents to sign a Home School Agreement when their child joins the school. By signing the Home School Agreement parents will be indicating their agreement with this Behaviour Policy.

## **Role of the Governors**

- To approve this behaviour policy
- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.
- To deal with any complaints received regarding behaviour of pupils at the school.

## **REWARDS**

Please note that the rewards and sanctions outlined in this policy apply to children from Reception to Year 6.

We believe that praise and rewards play an extremely important role in promoting good behaviour and in raising academic standards. We seek opportunities to praise and reward children whenever possible.

Each class has their own system for working towards an agreed whole class treat, which no child will miss.

The behaviour, work and attitude of individual children will also be celebrated:

- In the classroom with stickers.
- In Friday's assembly with Headteacher's Award stickers.
- With Gold Awards for exceptional work, behaviour or attitude. These are also shared in Friday's assembly and a text is sent home.

In addition, the whole school uses the following House reward system:

- House points are given out by members of staff to reward positive actions, good behaviour and learning. House Captains add up totals and a weekly winner is celebrated in assembly. The winning house is awarded 3 points, second 2 points and third 1 point. These are added up across a half term and the winning house is awarded a cup.
- Individual certificates for 25 (Merit), 50 (Bronze), 100 (Silver), 150 (Gold) and 200 (Super gold) house points are also awarded and presented in classes.

## **SANCTIONS**

We recognise that rewarding children demonstrating good behaviour and careful adult interventions and diversions can be used to avoid problems developing. However inappropriate behaviour is bound to occur within school and sanctions are necessary. On such occasions we deal calmly with the child or children involved in an incident and we listen to their view of the problems.

### **“Green is Great”**

In our “Green is Great” approach children are moved to Pink if they fall below expected standards of behaviour. Normally a warning is issued first: the child is told that if their behaviour does not improve they will be put on to Pink. However, it is sometimes necessary to put a child straight onto Pink where in the opinion of the member of staff the behaviour does not warrant Red but is still fairly serious. All cases of Pink and Red are recorded.

In the case of a behaviour that is considered serious then the child is put on Red and an email is sent home, by the class teacher, in which the parent is informed that their child is on Red and that they should contact the relevant adult to discuss the incident. The parents of any child who is a victim of such an incident will be contacted if this is deemed to be necessary by the member of staff.

The children know that there are specific consequences if they receive more than two Pinks in a half term or any Red. The consequence will happen the same day or the following day (if the behaviour is in the afternoon).

Consequences:

- Reception children miss 5 minutes of lunchtime sitting in their own classroom, if appropriate.
- Year 1 children miss 10 minutes of lunchtime sitting in the Headteacher's office or the main office.
- Year 2 children miss 15 minutes of lunchtime sitting in the Headteacher's office or the main office.
- Year 3 and 4 children miss 20 minutes of lunchtime sitting in the Headteacher's office or the main office.
- Year 5 and 6 children miss 30 minutes of lunchtime sitting in the Headteacher's office or the main office.

For multiple pinks the consequence occurs for every third pink.

The length of time may be increased if a child is receiving the consequence frequently in a half term.

### **Children who repeatedly misbehave**

No behaviour system will work for every child. Some children have particular needs, character traits or circumstances which make it harder for them to conform. If a child repeatedly gets to “Red” or is frequently put on “Pink” then a behaviour modification system will be used. This will be developed as a bespoke approach.

### **EXCLUSION**

Temporary or permanent exclusion would only be considered in exceptional circumstances either for a one-off very serious incident or for repeated serious incidents when all other approaches, including seeking outside help where appropriate, have failed. Our Exclusion Policy and the relevant DfE guidelines will be followed.

### **BEHAVIOUR OUTSIDE THE CLASSROOM**

The following are guidelines for acceptable behaviour in communal areas of the school:

- Corridors - walk quietly, hold doors open for others
- Assembly - no talking, walk in and out in lines
- Lessons in the Hall - walk to a space and sit down at the start of lessons
- Lunch - walk in, sit down sensibly, eat with good table manners, and talk quietly
- Playground - stay outside; stand still as soon a bell/whistle sounds or the hands up quiet signal is used
- Equipment must be used sensibly

## BEHAVIOUR EXPECTATIONS AND CRITERIA FOR COLOURS

No list of behaviours can be exhaustive and staff will use their professional judgement when putting children on Pink or Red. However, the following can be used as guidance.

### GREEN

**Expected behaviours at Mottram St Andrew Primary Academy reflect the school rules.**

- Always do our best.
- Be polite and use our best manners.
- Be kind, respectful and helpful.
- Be honest and responsible.
- Keep our hands, feet and objects to ourselves.
- Stay safe and care for people and property.

### PINK

**Examples of behaviours that would deserve a Pink.**

- Not following instructions
- Shouting/calling out
- Distracting others from learning
- Not working to the best of your ability
- Having a negative attitude
- Disrespectful to others
- Being unkind physically or verbally
- Using inappropriate language

### RED

**Examples of behaviours that would deserve a Red.**

- Refusing to do as a member of staff tells you
- Fighting
- Bullying
- Being discriminatory
- Intimidating or inappropriate physical or verbal behaviour
- Dishonesty
- Using inappropriate language again after previous incidents