



BEHAVIOUR POLICY

September 2015

Introduction

Our School aims identify the ethos of the school in which we wish to work:

- High expectations for all.
- A secure, caring and happy environment.
- Active, creative and purposeful learning.
- A community which co-operates, cares and shares.
- A positive presence in our wider community

and

- there is a learning environment in which individuals are encouraged to achieve their full potential;
- we all feel safe, secure, happy and valued within a caring environment;
- there is a sense of fairness and equality of opportunity;
- we all learn to work together co-operatively, creating a sense of belonging and pride in our school.

In order to achieve these aims we have the following expectations of behaviour within the School:

- we all have high expectations in all areas of school life including behaviour, manners and discipline;
- good discipline should, wherever possible, be enforced through praising the positive;
- rules are applied consistently;
- punishments of whole groups and punishments which humiliate should be avoided;
- staff should set examples of good manners and respect.

Equal Opportunities

This policy applies to all children regardless of gender, race, cultural background and any special needs.

Code of Behaviour

Underpinning our code of behaviour is a stress on having respect for one another and on the importance of good manners. In the same way that we expect the best efforts of children in their work, so we expect the best from them in terms of manners and behaviour.

Our behaviour plan aims to:

- ensure that expectations of behaviour are clearly understood.
- encourage shared responsibility between home and school in the pursuit of good behaviour.
- build personal responsibility

We expect all children and staff to:

- treat all staff and pupils with respect and courtesy (e.g. addressing all staff by name, saying please and thank you, holding doors open for others, valuing the opinion of others, listening while others are speaking.)
- treat the school environment with respect
- keep safe at school
- be punctual.

Staff Responsibilities

All employed staff must apply our behaviour plan consistently at all times. Non-teaching staff, with teacher support, should apply rewards and sanctions using the guidelines below.

The success of the plan relies upon its consistent use by all staff.

The school's simple set of classroom rules should be displayed in the classroom, along with a copy of our 'Expectations' and consequences.

Rewards for Positive Behaviour

Good behaviour, work or attitude should be rewarded in a number of ways:

- praise from the staff;
- showing work to, or sharing achievement with, parents, other teachers or the Headteacher;
- awarding stars and stickers;
- awarding housepoints totalled weekly and announced in assembly;
- sharing achievement in the "Celebrating Success" assembly (2 pupils per week per class).
- certificates in assembly (e.g. from LSA's/TA's);
- Golden Time.

Golden Time is used as a class reward. It must be earned through positive behaviour by the class. It is a period of 20 minutes (KS2) and 30 minutes (KS1) in which the class share in pre-planned activities decided with the children.

Children who have behaved inappropriately during the week can be excluded from Golden Time and should ideally complete unfinished or additional tasks, separate from others. If this is not possible they should be supervised but excluded from Golden Time activities.

Each class teacher should decide a system by which children earn Golden Time. A straightforward example is 'marbles in a jar'. A marble is dropped in the container (very publicly) by the teacher when the class have behaved and a full jar = Golden Time.

Golden Time will take place on Friday afternoons in KS1 and Thursday afternoons in KS2 (i.e. Thursday - Thursday accumulation of marbles).

Year 6 Prefects are appointed each half term, recognising their courtesy, reliability, industriousness and helpfulness. They are given their badges at an assembly and their names displayed on the housepoint board. Various other monitors are appointed (Healthy Tuck, Library etc.).

Sanctions for Poor Behaviour in Lessons and Taught Time, including Assembly

NOTES:

- (i) The consequence must be carried out immediately the rule is broken.
- (ii) A child only receives a "consequence" when others have been PRAISED for doing what the miscreant is not doing. This provides opportunity to recover themselves.
- (iii) Any consequences are cleared at the end of a school day.
- (iv) A child that consistently breaks the rules is elevated up the consequence list so that a first offence could mean Consequence 3 immediately. This must be understood by the child.

KS1 & KS2

In class, if a child misbehaves, i.e. is not following the class rules, the object are to deal with them with minimum disruption to teaching. Each day is a new start.

1st incident

- A verbal warning ("John stop interfering with Mark, this is a warning").

2nd incident

- A concise explanation and (5 minutes) time 'out' (e.g. rear of classroom).

3rd incident

- Sent to another (pre-arranged) classroom for the remainder of the session.

Further incidents

- Sent to Headteacher or Deputy Headteacher (who will deal with the incident and may involve parents).

In a classroom or group that is working well we would expect the majority of pupils for the majority of time not to need any sanctions and if so level 1 (2).

In extreme cases a fast track option should be followed:

KS1: KS Co-ordinator, then Deputy Headteacher or Headteacher, as available.

KS2: KS Co-ordinator, then Deputy Headteacher or Headteacher, as available.

Supply Teachers and Teaching Assistants should use the above plan with classteacher support.

Playtimes and Lunchtimes – KS1 and KS2

1. Follow directions.
2. Keep hands, feet and objects to yourself.
3. No bullying, swearing or teasing.
4. Be in the right place at the right time.
5. Respect your friends and helpers.

If a child misbehaves, i.e. does not follow breaktime rules, the object is to deal with this quickly and without becoming involved in arguments. However, be careful to be fair and allow some explanation before jumping to conclusions.

- a verbal warning (i.e. tell them what they have done wrong - "John stop interfering with Mark, this is a warning") and use of red card visual warning, agreed with SLSA.
- a concise explanation and (5 minutes) time 'out' (e.g. against wall/on bench);
- repeat;
- sent to 'duty teacher'.
- all warnings and rewards should be logged in LSA notebooks.

Additional Sanctions

Where behaviour is consistently poor or very difficult to manage, members of the leadership team may apply alternative 'fast track' or I.B.P. strategies.

These include:

- Report Cards.
- Exclusions.
- Individual Behaviour Plans.
- Special Educational Needs and E.B.D. Risk Assessments and plans.

Report Cards

There will be occasions where the usual behaviour plan is not suitable for managing certain, persistent, poor behaviour. In these cases the report card system should be used to closely monitor a child's behaviour.

- The use of the report card is an exception and it should be used with caution.
- To ensure some control over its use it will only be issued by the Headteacher, Deputy Headteacher or Key Stage Co-ordinators.
- It should not be issued for longer than a week without review.
- The card should be retained at the end of the period, in the child's file.

- The card can be used internally or in liaison with home following a meeting with parents.
- Instructions for completion are on the card.

Exclusions

Temporary and permanent exclusions are 'last resort' options. There are strict guidelines to be followed. Decisions on exclusions will be made by the Headteacher, or in his absence the Deputy Headteacher and local authority guidelines followed.

Children with a disability or specific learning need may present different challenges in terms of managing behaviour. In such cases a range of strategies will be deployed to ensure behaviour is managed well. The school will not exclude a pupil on the grounds of their disability, however in exceptional circumstances such as a child or adult being hurt exclusion will be a sanction the school applies to **all** children.

SEN & EBD

Risk Assessments should be carried out for pupils who are likely to cause a H&S risk to themselves or others. Outcomes of these may require identifying behavioural issues requiring an I.B.P. (Individual Behavioural Plan).

Children with a disability or specific learning need may present different challenges in terms of managing behaviour. In such cases a range of strategies will be deployed to ensure behaviour is managed well. In the event of a child or adult being hurt exclusion will be a sanction the school applies to **all** children.

IBP's

These take two, similar forms. There is a standard format available on 'All Users'.

- They will provide clear detail of action to be taken and/or steps to improve behaviour.
- IBP's will be drawn up by a member of the leadership team plus the child's teacher. Parents should be informed.
- An I.B.P. should be drawn up in situations where a particular pupil's negative behaviour requires specific actions over and above those in the school's behaviour plan.
- It should be drawn up by the Classteacher, SENDCO Key Stage Co-ordinator or Headteacher.
- It may support or be part of a pastoral programme developed in consultation with the SENDCO.
- An I.B.P. informs staff and supports consistency in dealing with issues.
- It should be copied to all staff likely to have to deal with the child concerned.

- A copy should always go to the Headteacher and SENDCO. The Headteacher's copy will be stored in the pupils' file.
- I.B.P.'s must always contain a review date of no longer than one half-term.

Pupil Noticeboard

This board, situated in the Staff Room, displays summary notices and advice on medical and behavioural issues for specific pupils.

All staff should scan the board daily.

All notices should be posted via the Headteacher, Deputy Headteacher or KS Co-ordinator.

Other Relevant Policies

[Anti-Bullying Policy](#)

Policy on the Use of Force to Control or Restrain Pupils

LUNCHTIME SUPERVISION - KS1 & KS2

General Advice

- Work as a team; step in for each other as and when necessary.
- Everyone is responsible for the safety of all pupils.
- Every day is a new day.
- Follow through, e.g. by coming back into school through the pupil entrances at the end of lunch, with the last child.
- Be alert to and reward good behaviour.
- Look for patterns/activities/actions when the children are behaving.
- Make sure you are constantly on the move.
- Talk to the children.

MINIMISING & DEALING WITH CONFLICT

Setting an Example and Giving Advice to Children

- Stay calm - do not become emotionally charged or involved.
- Avoid shouting and using a raised voice.
- Don't argue with any child.
- Be consistent, stay within guidelines.
- Be fair, don't prejudge, label or assume.
- Use appropriate language and discourage the use of extremes ('strangled, beat up').
- Talk to the children about the way in which they relay an incident.
- Be vigilant, especially outside, work positively to pre-empt incidents.
- Circulate.

Taking Action

- Always use the Behaviour Plan. We must achieve consistency.
- Note and use any individual plans.
- Seek assistance (duty staff). Use phone, walkie talkie or send two responsible pupils to the office with a simple message, 'Mrs. X needs some help on the top yard now please'.
- Calm the situation and make others safe. Move those involved or more likely others away from the incident.
- Listen to all sides of the story before making any judgements.
- Often an incident reported to duty staff is minor; it is worth asking the child what they might do to deal with it.
- Use the tracking system or pink sheets to record the facts and actions of all significant incidents and pass on to relevant person.
- Ensure a senior member of staff is aware of the incident.

