

# Behaviour Policy

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**Member of staff responsible:** Headteacher

**Governor responsible:** Curriculum Committee

**Headteacher's signature...***Mrs Groom*



## Behaviour Policy

### INTRODUCTION

This policy is to focus the minds of all staff on establishing a uniform approach to achieving the same standards of behaviour from all children.

The adoption of a consistent "behavioural framework" should provide support for all school staff and all other adults working with the children.

This policy states the detail and rationale behind our philosophy. We also have a supporting document that details how we put this policy into action and this needs to be read in conjunction with this policy.

The main objectives are:

**To ensure a safe, secure, happy and relaxed working environment for everyone, where children are encouraged to develop positive attitudes towards work and play.**

- To give the children the opportunity to develop self-discipline.
- To provide a caring, supportive and stable environment where the children work cooperatively and in which they may realise their full potential physically, emotionally and academically.
- To develop respect for religious and moral values, and an understanding and tolerance of all races, religions and ways of life.
- To create and maintain a community which, by its organisation, structure and ethos demonstrates strong moral values and principles.
- To consider our school values of Love, Respect, Honesty, Empathy, Faith and Courage when making decisions about their conduct.

*REMEMBER:* Try to see that unacceptable behaviour is not rewarded but good behaviour is.

### SCHOOL RULES

In order for any behaviour policy to succeed, rules must be reasonable, simple, few in number and clearly broadcast. At the beginning of the school year, children will be given the chance to interpret the school rules to suit their class situation by creating their own 'class charters' which set out the behaviour expectations for that specific age group. The rules should be referred to and reviewed regularly. An example of the class rules can be found in the appendix 2.

### General Guidelines

Our behaviour policy focuses on positive language and actions with adults leading by example. Positive reinforcement underpins the opportunities to catch children behaving well.

- Peg move (Appendix 3 and 4)
- Giving clear feedback on what good behaviour looks like.
- Feedback to children regarding their behaviour is accurate and focused clearly on what the

child has said or done.

- Behaviour management is focused on the behaviour not the child
- Rewards cannot be relied upon indefinitely and may need regular revision
- Incentives and rewards for reinforcing good behaviour
- It is vital that children be praised whenever possible - this enforces the sort of behaviours we expect. Praise and rewards are far more important than sanctions.
- A sample of possible rewards is listed below:
- Our system of rewards embraces academic and non-academic achievement, given for effort and progress and once given should not be retracted.
- Verbal praise
- Non-verbal praise
- Sharing good work with other adults
- Newsletter achievements
- Celebration Assembly
- Rewards in terms of house points
- Marble jar
- Annual prize giving
- Positive feedback to parents either verbally or through written remarks e.g. in reading comment books or on homework sheets

### **House Points**

House points are given either individually or as a team. House points are then accumulated for children to be rewarded.

See appendix 1 for sample rewards

See appendix 2 for types of behaviours House points are given for.

### **Consequences**

Discipline should always be seen to be relevant, fair and consistent. Sanctions will be more effective if the teacher's/adult's relationship with the child is positive. The stepped sanctions that we use in school will be;

- Combination of Peg move on our class behaviour monitor, minutes missed from break and enrichment (Appendix 3 and 4)
- Verbal warning
- Time out in class resulting in missed time during break/lunchtime play
- See The Head teacher
- Phone home and inform parents
- Future strategies to support the child in making appropriate behaviour choices will be put in place (BIP Behaviour Improvement Plan)
- For serious issues, a fixed-term or permanent exclusion

A few children may not respond to this approach and may need an individual system established, involving small, achievable targets. The class teacher will have support from The SENDCo in this, and this may involve creating a BIP and implementing behaviour charts/notable behaviour books and home/school diaries. Outside agency support services will be consulted if it is felt appropriate.

Occasionally it may be deemed necessary to evacuate the classroom/teaching space for the safety of pupils and staff -It is essential that the SENDCo/Head teacher is kept informed of the situation. In a very small minority of extreme cases it may be necessary to issue a fixed term or permanent exclusion.

*N.B. If a child is being supported by the Pupil Referral Unit (PRU) for behavioural issues other sanctions and rewards may be deemed necessary. It is the responsibility of the class teacher and SENDco to inform family and teaching staff of these strategies.*

Any incidents will be recorded by the class teacher or verbally reported to teaching staff. This can be helpful in showing patterns of behaviour as well as keeping other staff informed. An incident should be referred to the class teacher as soon as possible if it happened while the child was under the supervision of another adult. If a child's misdemeanour has affected another child it may be appropriate to inform the 'victim's' parents as well.

### **Playtimes (including lunchtimes)**

Constructive activities are provided (through lunch time play leaders) at lunchtime or break time to support the children with their behaviour, development of their social skills and physical education skills on the playground. Positive playground behaviour rewards reflect those that are given out during lesson times. House points are also awarded for great behaviour in the playground.

### **Time to Talk**

Class teachers provide opportunities for children to reflect on their behaviour in order for them to be clear about what they need to do to make progress and help them understand how to improve their behaviour. This may be with the class teacher or teaching assistant initially, or if necessary the Head teacher or a senior member of staff.

### **Behavioural, Emotional and Social Difficulties (BESD)**

Some children may need more support than others to manage and change their own behaviour. In these instances, these children will have an individual behaviour plan which may include some or all of the following:

- Regular home/school communication
- Additional targeted work on behaviour
- Identified SMART targets on provision map
- Risk assessment
- Support from outside agencies e.g. Woodlands PRU, Educational Psychologist

### **Serious Incidents and Procedures**

Serious incidents are documented (with date and time) by the class teacher. If required parents will be informed by phone call and given the opportunity to discuss behaviour with the head teacher or

member of staff. This could result in the school writing a Behaviour Improvement Plan (BIP) for the child. Three such meetings within a half term may result in exclusion. Physical or threatened physical assaults and refusal to cooperate with responsible adults may result in a straight exclusion. Please see the exclusions policy for further examples of unacceptable behaviour or infringements of this policy. Incidents of a violent or racist nature will be recorded in the school's incident book or as prescribed by B.C.C. for racist incidents. Where exclusion is necessary, the school will follow the accepted county policy and procedures.

### **Unacceptable behaviour examples**

- name calling
- swearing
- persistent disruption of lessons
- abuse of school equipment
- putting themselves or others in danger
- bullying inc cyber bullying
- racist behaviour
- refusing to cooperate with responsible adults
- physical/verbal assault

### **Positive Intervention/Positive Handling**

Our policy on positive intervention/positive handling complies with LA guidance: 'The Use of Force to Control or Restrain Pupils' November 2007. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention are appropriately trained through Team Teach. It is our school's policy that there should be at least one other member of staff present, where possible, if it becomes necessary to use positive intervention/positive handling. Such events are recorded and signed by a witness in a bound and numbered book.

### **Appendix 1**

#### **Behaviour Policy – Example Rewards (not an exhaustive list)**

Stickers  
Stationery  
Small toys  
Medals  
Certificates  
Fruit  
Taking the register  
Being door monitor  
Dressing up for the day  
Wearing mufti for a day  
Teddy bears' picnic

Movie with popcorn  
Nature walk  
Story time  
Computer learning  
Sitting at the teacher's desk  
Headteacher for the day  
Eating lunch with a teacher  
Extra playtime or golden time

## Appendix 2

Here is an example of class and school rules and they will be revised annually.

### Our school rules:

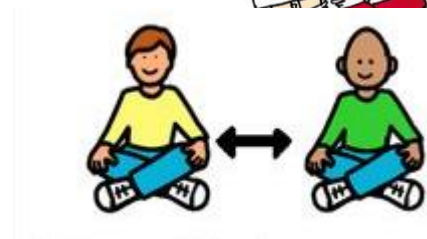
1) Listen; be quiet and ready to learn.



2) Use polite language with adults and children and treat others with kindness and respect.



3) Keep hands, feet and unkind words to yourself.



4) Listen to others and put your hands up if you wish to speak.



5) Sit sensibly and purposefully



### Appendix 3

EYFS and KS1 example model

#### EYFS Classroom Behaviour Monitor



All pupils will start the day in the sunshine with the expectation that they are all ready and able to work and behave in an appropriate way. It is expected that the majority of pupils will stay in the sunshine throughout the day.



Pupils who demonstrate inappropriate behaviour will be given verbal warnings. If the inappropriate behaviour continues they will be asked to move their name badge onto the cloud. This will result in missing 5 minutes break time with the teacher. The teacher should keep a record of pupils who regularly find themselves in the cloud.



Pupils who then continue to behave in an inappropriate manner will be asked to move their name badge to the thunder cloud and will be sent to the head teacher or another teacher. This will result in a further consequence and possibly a phone call home or a yellow slip

Children who continue to display excellent behaviours for learning will be moved to the super star and possibly receive a further reward such as a marble in the jar or a sticker etc.

