



BEHAVIOUR POLICY

To be read in conjunction with other child protection policies.

1. Rationale

We believe that a focus on learning is the main component in behaviour management. All children whose learning needs are addressed can behave well or can be encouraged to improve their behaviour. High expectations are communicated to the children constantly. In order to enable all children in the school to reach their potential, teachers have to be able to give their attention to teaching, minimising distractions and ensuring that the children stay on task.

2. Aims

- To provide the children with rules that will help them enjoy school and ensure their safety.
- To encourage appropriate behaviour with positive reinforcement for good behaviour and consistent application of sanctions if necessary.
- To establish class room rules and routines that maximise learning opportunities.
- To provide all staff with the skills necessary to ensure that there is good behaviour in the classroom and playground.
- To share this policy with parents to enable them to understand and support the work of the school.

3. Guidelines

Classroom strategies

Rules and Sanctions

- School golden rules are on display in the classroom and are discussed with the children. Every class has its own set of class rules generated by the children and the teaching team. After discussion with the children, the rules are prominently displayed in the classroom. The children are frequently reminded about them. If the rules are broken then agreed sanctions are applied.

See Behaviour Procedures.

Good behaviour is always praised and rewarded in the following ways:

- Use of oral praise, plenty of it! As a guide, negative to positive, one negative comment to every five positives.
- House points are awarded and totalled at the end of every week. At the end of each term, the team with the most points is the overall winner and gets a cup plus extra play at playtime for one day at the end of term.
- In Key Stage 1 children are awarded rainbow points and given certificates, badges and book marks awarded in key stage 1 assembly.
- Key Stage 2 children are awarded rainbow points.
- There is a good book in the Headteacher's office. Children are sent there with work that is commendable and their names are added to it. They are awarded stickers and their names are read out in Celebration Assembly.
- The schools utilises Golden Time and appropriate rewards to promote good behaviour amongst all pupils.

In the Playground

These rules apply in the playground.

The child is always given a verbal warning.

Step 1

The child has to stand by the supervisor for five minutes.

Step 2

The child's behaviour is reported to the class teacher and the SMSA will record in the lunchtime incident book.

Step 3

The child is sent to the DHT or Headteacher and their name is recorded. They are then given a suitable sanction.

Children whose behaviour is particularly good during the dinner break are given stickers. Incidents of swearing, bullying, deliberate damage to property or verbal abuse / physical injury towards another adult or child, immediately to the Head or Deputy.

Bullying

The school has an anti-bullying policy which is available on request.

Review

This policy will be reviewed every year.

AGREED BY FULL GOVERNING BODY:

SIGNED (CHAIR OF GOVERNORS):

DATE:

REVIEW DATE:

Appendix 1: Discipline Procedure

EYFS

Each classroom has a picture of a sun and a cloud. They are made by the children in the first few weeks of term along with the classroom rules. The sun represents good behaviour and the cloud represents unacceptable behaviour. Each child has a clothes peg with their name on it. To encourage positive behaviour EYFS use a rainbow to highlight model behaviour during a session. The peg will be moved to the rainbow for the rest of the day and then placed on the sun at the beginning of the next day.

At the beginning of each week each child's peg is placed on the sun. If a child shows unacceptable behaviour the following procedure is followed.

1. The child is reminded of the Golden Rules and given a verbal warning.
2. The child is given another warning and reminded which of the golden rules he/she is breaking. They are also reminded about what will happen if they continue to break the golden rule. See step 3.
3. Peg turned over on the sun. It can be turned back as soon as behaviour improves.
4. Peg is put on the cloud and it remains there for the day. They lose 5 minutes of their Planning Time. Their parents are informed that they have missed Planning Time on that day. The peg is returned to the sun for the start of the next day.
5. For more serious or continued unacceptable behaviour the child is sent to either the EYFS or KS1 leader; parents spoken to at end of day by the class teacher. This is recorded in the behaviour log.
6. Further serious incidents that day then they are sent to Headteacher or Deputy Head and parents are informed.
 - **Incidents of swearing, bullying, deliberate damage to property or verbal abuse / physical injury towards an adult or child, go straight to the Deputy or Head bypassing all other sanctions.**

Key Stage 1

Each classroom has a picture of a sun and a cloud. They are made by the children in the first few weeks of term along with the classroom rules. The sun represents good behaviour and the cloud represents unacceptable behaviour. Each child has a clothes peg with their name on it. To encourage positive behaviour KS1 use a rainbow to highlight model behaviour during a session. The peg will be moved to the rainbow for the rest of the day and then placed on the sun at the beginning of the next day.

At the beginning of each week each child's peg is placed on the sun. If a child shows unacceptable behaviour the following procedure is followed.

1. The child is reminded of the Golden Rules and given a verbal warning.
2. The child is given another warning and reminded which of the golden rules he/she is breaking. They are also reminded about what will happen if they continue to break the golden rule. See step 3.
3. Peg turned over on the sun. It can be turned back as soon as behaviour improves.
4. Peg is put on the cloud and it remains there for the week. They lose 5 minutes of their Golden Time. They are last out to play or to go home and their parents are informed that they will be missing Golden Time on Friday. If the child gets to this point at a later time in the week another 5 minutes is lost and the child's name moves around the cloud representing five minute intervals.
5. Child is sent to team leader; parents spoken to at end of day by the class teacher. This is recorded in the behaviour log.
6. If the incident is deemed serious then they are sent to Headteacher or Deputy Head and parents are informed.
7. If the behaviour is persistent i.e. occurs more than 3 times in a term then parents are asked to attend a meeting with the Headteacher.
 - **Incidents of swearing, bullying, deliberate damage to property or verbal abuse / physical injury towards an adult or child, go straight to the Deputy or Head bypassing all other sanctions.**

Key Stage 2

1. The child receives a verbal warning and is reminded of the class rules.
2. If the poor behaviour continues, the child's name is put on the board. It can be rubbed off as soon as behaviour improves.
3. If there is no improvement, then a tick is added to the name on the board and an appropriate sanction is given e.g. loss of playtime.
4. If step 3 does not stop the poor behaviour then the pupil is sent to the KS2 Team Leader with the automatic loss of their playtime. (In the case of **persistent**, low-level misbehaviour the class teacher will contact parents).
5. If the incident is deemed more serious, then the Team Leader may implement an internal exclusion. In all instances the Headteacher or Deputy Head are informed along with a more formal meeting with parents.
6. If the behaviour is persistent i.e. occurs more than 3 times in a term then parents are asked to attend a meeting with the Headteacher or Deputy Headteacher.
7. Extreme cases go to the Headteacher for consideration for exclusion.
 - **Incidents of swearing, bullying, deliberate damage to property or verbal abuse / physical injury towards an adult or child, go straight to the Deputy or Head bypassing all other sanctions.**

Nurture

Traffic Lights

1. 1st warning will say that they will move onto orange if they are spoken to again regarding inappropriate behaviour.
2. 2nd warning is given and the child is moved onto orange. They will be moved back from orange to green if behaviour improves over the hour.
3. 3rd warning - moved onto red and miss 5 minutes of free time.
4. Once free time is missed then child is put back onto green.