

Behaviour Policy Summer 2014

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school to ensure effective learning and teaching takes place throughout school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Whole School Rules

- Always try your best
- Take care of others and our school
- Follow instructions from the adults in school

Expectations in School

- Listen when someone else is speaking
- Not shout out
- Move around the class quietly and sensibly
- Use and return classroom equipment appropriately
- Respond immediately to “Stop – give me your attention please”

When lining up, children are expected to:

- Keep a person space between them and the next person
- Keep hands and feet under control

When moving round the school, the children are expected to walk:

- On the left hand side
- Quietly
- In a single file
- With a person space between each child

In Assembly, children are expected to:

- Enter silently
- Move in a single file
- Sit quietly facing the front

In the dining hall, children are expected to:

- Enter quietly
- Be polite to kitchen staff and Midday assistants
- Sit at one table and talk quietly to the children at that table only
- Pick up any food that is dropped
- Remove tray to the appropriate place

In the playground, children are expected to:

- Play with respect for others
- Play in the areas set out for playing
- Care for equipment and use it appropriately
- Stay in the playground (or on the school field) until asked to line up at the end of the break
- Line up quietly when the bell rings

Rewards for Good Behaviour / Attitudes

We reward good behaviour in a number of ways.

- Moving up the Golden Ladder
- Golden Time
- Praise
- Smiles
- Entry into Pupil of the Week
- Stickers or stamps
- Special activities, small prizes, certificates
- Sticker or certificate from Headteacher or Deputy
- Showing work in assemblies or to other classes
- Informing parents of good behaviour: verbally, certificates

Dealing with Unacceptable Behaviour

Emphasis is always placed on rewarding good behaviour. Developing positive relationships encourages good behaviour. All staff use the Golden Ladder.

Staff are team teach trained and this is renewed every three years.

- **Warning (Orange):**
- Give a reminder to the child to encourage them back onto task.
- **Final Warning (Red)**
- Children are taught that this is the final stage of warnings. Pupils will lose some of their golden time if they remain in red at the end of the day. Teaching time should not be used for further discussion. If unacceptable behaviour continues, move to sanctions.
- **SANCTIONS** – to be followed consecutively:
- **Time out** in class; an area of the classroom is designated for time out, usually a specific chair or table. Children do not complete work in time out. It needs to be an area with very little distraction for children to reflect upon their behaviour.
- **Time out** with another teacher for an agreed period of time. Teachers agree with each other where children will go for time out in a different class. A **Think Sheet** should be completed. The receiving teacher records if a child has ‘passed’ the period of isolation. The receiving teacher sends the child back to his own class after the agreed time after signing the time out sheet and recording whether time out was passed.

- **Contact parents** from class teacher. An informal discussion with parents either at the end/start of the day. Class teachers record in profile that parents have been spoken to (logged). Alert team to behaviour concerns during team meetings.
- **Parents sent for** to discuss with HT and Class teacher (if above fails to improve behaviour).
- **Involve SENCO.** Discuss concerns with SENCO. Next steps may involve registration on SEN register and behaviour modification programme. This will involve the child meeting an agreed target which will be rewarded with stickers. A further reward may be agreed with parents as appropriate, e.g. re-instating a withdrawn treat, or a special treat being earned.
- A **Behaviour Plan** may be drawn up. Emphasis is always placed on rewarding good behaviour.
- **Loss of privileges.** If it is deemed unsafe for a pupil to leave the school grounds they will remain in school. Under such circumstances the Class Teacher will discuss concerns with HT/DHT. The child will not be given a consent form. A log of incidents will be discussed and explained to the parents. Alternative arrangements will be made before the day of the visit. This will be decided upon an individual basis.
- In extreme cases exclusion procedures may be followed. The steps involve internal exclusion, fixed term or permanent exclusion. Each case will be dealt with on an individual basis.

Children whose behaviour is a severe cause for concern will be brought to the attention of the whole staff at staff meetings.

Emergencies

The head teacher (or representative) can be summoned in an emergency if a child brings the class **helping hand**. Emergency behaviours are for example loss of class control, violence, aggression. This card is kept within easy access in each teaching area on the class information board.

Special Educational Needs

Children who are identified as having particular emotional and behavioural difficulties are registered on the S.E.N. Register.

These children, while expected to conform to the school's behaviour policy, may have particular behaviour modification programmes identified as part of their Individual Education Programme (IEP) or Pastoral Care Plan (PCP).

Equal Opportunities

We endeavour to treat all children fairly according to their needs and in accordance with school policy.