



## **BEHAVIOUR POLICY**

## **GUIDELINES**

The aims of this policy are:

- To provide children and adults with a calm atmosphere in which to learn, work and socialise
- To help children to become self-disciplined members of society
- To increase children's' awareness of and responsibilities towards the needs and rights of others, and to respond positively
- To ensure that every member of the school community is valued

### **We will achieve our aims by:**

- Ensuring that fairness and equality exists in practice
- Consistency of approach throughout the school

### **We will make these intentions public by:**

- Publishing them in the school prospectus
- Making procedures clear to the children
- Positive reinforcement of good behaviour
- Discussion with parents and new families
- Practising it ourselves

## **PRINCIPLES**

Our school is a caring, secure, polite and happy environment for all. Good communication exists between home, school and the wider community.

We promote good behaviour through praise and rewards, and when necessary, through sanctions. We set rules within school; therefore, pupils know what is expected of them. The majority of children respond best to praise and to having clear guidelines about acceptable behaviour.

We aim to provide support to ensure success in the classroom. Pupils learn to co-operate and behave in a sociable way, when they work alongside other children. The behaviour of our children around school and within the classrooms is very good. We work within our classes on co-operative games, and activities within PSHE and circle time to improve the way the children work and play together.

Our Classroom Rules underpin a positive approach to behaviour (which is relevant for everyone, children and adults alike). These rules have been formulated with the children taking into account safety and well being, and enabling the school to function efficiently as a place of learning.

## **EXPECTATIONS**

Our expectations are that children will:

- Walk quietly and sensibly in all areas

- Be considerate, polite, kind, helpful and good mannered
- Speak at an acceptable volume at all times, including lunchtime
- Take care of school equipment and help to keep the school tidy
- Be responsible with their own and other people's property
- Listen carefully and follow instructions
- Be calm on entering, during, and on leaving the hall
- Show respect to all members of the school community when at school and when on education visits

## **MOTIVATION SYSTEMS**

Children are rewarded for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

We celebrate achievement through a range of strategies including praise, which might include:

- Sharing work with the class/school
- Superstar of the week
- Using a Happy Faces and Names chart
- Gaining a star pupil of the week certificate in our celebration assembly
- Having a positive comment in their book
- Showing work to visitors, other staff and Headteacher
- Stickers/Praise pads
- Acts of kindness\*
- Being a star writer or star mathematician

## **ACTS OF KINDNESS TOTALISER**

\*Kindness tokens are given out by any teaching or support staff including midday supervisors, as a reward for good behaviour or for care and consideration given to any adult or child such as:

- Tidying up
- Looking after equipment/or child
- Looking after the environment
- Being kind and helpful
- Listening carefully
- Behaving well

Special tokens chosen by the children are kept in a jar/container in the classroom for half a term. Each week the children count their 'acts of kindness'. At our weekly Celebration Assembly two children from each class state the total number of acts of kindness they have been awarded. The numbers are recorded on the totaliser in the hall; on reaching half term, the winning class receives a Certificate and decides upon one special activity as the positive outcome.

## **GOLDEN TIME**

Approximately twenty minutes each week is given over to 'Golden Time'. Children who have behaved well during the week will have an opportunity to play with specially

selected equipment. Those who have not adhered to rules will lose 'Golden Time' in blocks of 1 minute.

## **SANCTIONS**

- Verbal warning
- Loss of Golden Time
- Loss of part of playtime
- Sitting beside the teacher
- Change of classroom seat
- Repeat work
- Being sent to another adult\Head Teacher
- Time out
- Talking to the parent
- Being removed from an activity

At lunchtime:

- Verbal warning
- Time holding hands with Midday Supervisor
- Time out zone for 5 minutes
- Sent to Senior Midday Supervisor

Low-level negative behaviour is dealt with by the class teacher; including possible informal contact with parents. There may, however, occasionally, be a need for support from others (class teacher, Senior Midday Supervisor, senior management or Headteacher), if initial intervention does not work. Any very serious or persistent levels of behaviour will be referred to the Headteacher.

## **PARENTAL INVOLVEMENT**

If a child's behaviour is giving cause for concern, we will always discuss the situation with parents and try to solve the problem together and negotiate a "good behaviour" contract. Parents can then be regularly informed of both the child's successes and difficulties with the behaviour expectations. This will initially be done by the class teacher. At any point along the scale a child may require an 'Individual Pupil Plan' in order to provide individual targets which will modify or change their behaviour. If this is so, parents will be informed and consulted, whereupon the child will be entered onto the School's register of SEN. If an Education and Health Care Plan is needed, other professionals may be involved in order to support the child.

## **MONITORING**

All incidents are recorded on a yellow form and entered into a behaviour log. Patterns and trends are identified each half term and if needed parents meet with Headteacher to put a plan in place.

## **MONITORING & REVIEW, POLICY INTO PRACTICE**

This policy was approved by the Governing Body on: September 2016

This policy will be monitored and reviewed on: September 2017

The Headteacher will report on a termly basis to the governing body on behaviour incidents and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## APPENDIX A

### PHYSICAL RESTRAINT AND CONTROL

Physical Restraint does not include the use of gentle physical prompting or guidance where a child is happy to comply and the aim is to assist him/her to participate appropriately in activities. Physical Restraint is a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe secure environment.

The Restraint Technique should not be used unless training has been undertaken.

Adults are only authorised to use physical restraint where:

- Pupils are at risk of physical injury
- A pupil's actions are placing other pupils or adults at risk of injury
- Significant damage to property can be limited
- Physical restraint must not endanger the physical safety of other pupils or staff

If we feel we may need to use Physical Restraint, an agreement will be drawn up in consultation with parents through a behaviour handling plan. Parents will be informed if we have used this method.

This guidance document has been drawn up to support and advise all staff in the physical control of children.

The restraint of children under specific circumstance:

1. Summon the assistance of another member of staff.
2. The child should be restrained as gently but firmly as possible, moving him/her away from other children.
3. The incident should be reported to the Head or Deputy Head at the first opportunity.
4. A written report of the incident should be submitted to the Head within twenty-four hours.
5. This written statement may form the basis of subsequent discussions with parents or other agencies.

Assaults by a pupil on a member of staff

1. An assault by a child may be defined as any physical action that causes the member of staff pain or discomfort, thus technically, spiting, scratching or stamping on feet will constitute as assault.
2. The Head should be notified of the assault at the first opportunity and the child identified to enable the Head to question him/her about the incident.
3. Staff should be aware that alleged assaults will be treated very seriously
4. The member of staff should make a full report of the assault within twenty-four hours of the incident.