



## Behaviour Policy

### **Introduction**

This document is a statement of the aims, principles and strategies for managing and developing all aspects of children's behaviour in school. It was developed during the Autumn Term 2013 through a process of consultation with all staff and Governors.

This school shows itself to be a stable, ordered, caring community where children are encouraged to be self-reliant, to make sensible choices and to exercise self-control. Throughout the school there is an **insistence on acceptable standards of personal behaviour** where all staff are key role models. We aim to reinforce good behaviour and emphasis is placed on praising good manners, kindness and consideration towards others.

This policy will provide staff with a framework in which to foster the healthy growth and development of a child's spiritual, moral, emotional and social education.

### **Aims**

- To help each child acquire a set of moral values which will guide his/her personal behaviour
- To develop a respect for and responsiveness to the needs of others
- To develop a positive attitude to emotions, life and learning
- To encourage pupils to co-operate with one another, and other members of the school community
- To encourage each child to develop as an individual, grow in confidence and self-knowledge, and learn how to deal with the more difficult emotional experience of life
- To help each child to understand and acknowledge the need for rules and authority
- To help each child develop a sense of personal responsibility
- To work with parents to develop a mutual understanding of the behaviour we expect in school.

### **Equal opportunities**

All children irrespective of race, gender, social background or disability are treated equally in respect of the strategies included in this policy for the management of children's behaviour. **We start from the premise that we expect good behaviour from all children.**

The school recognises that some children with Special Education Needs and their families may need extra support with behaviour management. In these cases the school will adapt its policy to meet the need of the individual eg individual behaviour plan, IEP, safe space or referral for special support.

### **How we hope to foster good behaviour**

- By providing a safe, well ordered environment in which learning can take place
- By valuing each child as an individual
- By providing challenging programmes of teaching, guidance and a range of opportunities (including extra-curricular) designed to enable pupils to develop their full potential
- By teachers inspiring confidence
- By emphasising co-operation and interdependence

- Through close liaison with parents, giving information about progress and performance and early warning of problems whether associated with work, relationships or behaviour
- By creating a positive environment where children feel secure enough to try, succeed, fail and take constructive criticism
- By providing children with a set of school rules to adhere to and making them fully aware of the consequences of disregarding them
- By celebrating success with parents, Head teacher, and the wider community
- Use of 'merit' awards including a 'Wow!' chart for public praise
- Use of stickers, rewards and certificates across the school

### **Rules and Routines**

It is essential to be clear on the rules and routines which apply to different times of the school day. Routines are established early on in the school year and are regularly reviewed and reinforced.

- What possessions can be brought to school
- What can be eaten at playtimes (healthy snack)
- Playtimes
- End of playtime routines - 2 rings of the bell
- Hanging up coats/belongings
- Where children can play
- Recovering balls
- The wearing of jewellery at school - one pair of plain studs which must be removed for PE
- The wearing of school uniform - though not mandatory it is encouraged and pupils should wear it smartly e.g. shirts tucked in.

### **Behaviour that is likely to cause disapproval**

**Good behaviour is continually praised**, however we acknowledge that children do forget and are placed in situations that can cause them to respond in a variety of ways. **For some children good behaviour needs to be taught.**

The following anti-social behaviour is considered to be particularly serious and appropriate action will be taken to address such behaviours.

- Bullying - virtual, verbal or physical (see anti-bullying policy)
- Deliberate damage to property of belongings
- Racist/homophobic abuse
- Behaviour that is likely to cause injury to self or others
- Abuse of adults - verbal or physical
- Bad language
- Aggression
- Stealing
- Name-calling
- Behaviour that is likely to detract from their work or the work of others

### **When children are involved in behaviour that is unacceptable, we remind them:**

1. **Why** we need good behaviour
2. **What** that have done wrong
3. **Help** them to think about the possible/actual consequences of their actions
4. **Remind** them again of **how** we expect them to behave
5. **Encourage** them to do so

For any unacceptable behaviour in the classroom/playground the 'traffic light' warning system **must always** be used. See flow diagram (1) for dealing with this behaviour.

#### **Procedures for dealing with children who persistently show unacceptable behaviour**

1. Staff discussion involving all relevant members of staff including the class teacher, support staff, and SENCO
2. Use of an Individual Education Plan
3. Detailed monitoring and recording of behaviour

See flow diagram (2) for dealing with this behaviour.

#### **Behaviour at lunchtimes**

The purpose of the lunchtime period is to enable children to:

- Eat their lunch
- Enjoy a period of social activity

Lunchtime is a period of supervised leisure time for all children. It is a time for them to relax, chat, and play with friends in a secure and safe environment. It is an opportunity to interact both with adults and children learning the skills of positive social behaviour. This can be best achieved in an organised and supportive environment in the dining room and playground.

#### **Structural arrangements and routines**

- Midday supervisors are in charge of all decisions made in relation to the organisation of the children/activities over this time
- Children seated in hall and good table manners are insisted on
- All midday supervisors follow the same 'merit' system as staff
- The bell rings at approximately 12.55pm and the midday supervisors wait with the children until a teacher takes over at 1pm

#### **Lunchtime Sanctions**

- Verbal disapproval after reference to lunchtime rules and expectations of behaviour are made clear
- Midday Supervisor refers child to the HT
- Child is given 'time out'
- If the unacceptable behaviour continues after the warnings the child will lose lunchtime play the following day and parents will be informed.
- If there is no improvement in the child's behaviour at lunchtime then the school reserves the right to exclude children for the lunchtime period and it will be the responsibility of the parent/s to collect the child at the end of the morning session and return him/her at the start of the afternoon session

If persistent inappropriate continues over a period of time or a behaviour occurs that is so serious as to warrant exclusion from school then the procedures laid down under the Education Act will be followed.

Exclusion will always be a last resort and is retained as an option by the school to safeguard the Health, Safety and well being of all remaining staff and children.



### Strategies for Managing Classroom Behaviour (1)

Incident Occurs

Child's name on amber – remind the child about behaving appropriately

Inappropriate behaviour continues

Name moved to red - tell the child he/she has to go the HT or another class. A note is put in the child's home link book.

Inappropriate behaviour continues after the child returns to class

Child sent to HT or another appropriate adult. The child loses privileges for the rest of the day. HT to inform parents.

NB - names can move from red back to amber and from amber back to green



### Strategies for Managing Classroom Behaviour (2)

Class teacher notes child and tries own strategies to manage the behaviour

Little or no progress

Class teacher consults SENCO and tries different strategies. Strategies are discussed with the child's parents. (School Action)

Little or no progress

Meeting between Head teacher, class teacher, SENCO and parents to share concerns. Permission from parents is required for further referrals (School Action +)

Little or no progress

Head/SENCO refer child to outside agencies e.g. Education psychologist or Enhanced Mainstream Support. The school will implement any suggested strategies

Little or no progress

Head/SENCO/Parents meet to review what has been achieved and next steps – EHCP considered.

Reviewed by Governors Autumn 2016

Next review Autumn 2017