



Behaviour Policy 2018

"Good behaviour is a necessary condition for effective teaching to take place."

(Education Observed 5 - DES 1987)

Policy Objectives

The objectives of this policy are:

- To share the school's common understanding of behaviour.
- To describe the school's systems of promoting positive behaviour.
- To have strategies in place to deal with unwanted behaviour.
- To ensure that the children know what the expectations of behavior are.

Policy Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.

The school seeks to promote behaviour based on mutual respect between all members of the school community. Staff encourage the highest standards in collective and self-discipline. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions. Undergirding our attitude to behaviour management is the Christian vision for the school to be a place of excellence and belief that God wants people to produce their best in a social environment that is for the good of all. This is fully achieved when it stems from the heart rather than rule structures and school wants to form behaviour that is governed by values the whole community has internalised and made their own founded on Biblical principles.

Given its full implementation, the outcomes of this policy are expected to be ...

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| <ul style="list-style-type: none">▪ A clear code of conduct which reflects the values and principles that we consider to be important for the school. |
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The quality of behaviour, underpinned by the policy and the use of agreed codes of conduct, will be monitored, over time, in various ways including scrutiny of behaviour in and around school, lesson observations, Class and School Councils, parental feedback and pupils' attainment and achievements.

The importance of behaviour within the school community

Pupils learn about themselves as developing individuals and as members of their community. They learn the basic rules and skills for keeping themselves safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment by being encouraged to make appropriate choices. They learn about their own and other people's feelings and become aware of the views, needs and rights of other children and adults. As members of a class and school community they learn social skills such as how to share, take turns, play, help others, resolve arguments and resist bullying. They take an active part in the life of their school and its community. These life skills can then equip them for becoming a good citizen in the wider world.

Aims

Through the Behaviour Code of Conduct, we primarily aim to:

- Provide a happy and secure environment for all those who work in or visit our school.

Specifically, we aim to ensure that:

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- We acknowledge that each and every person who joins our community has a personal part to play; and each person's talents will be valued and enjoyed.
- We support each member who needs help and encouragement, in particular nurturing the self-esteem of all. We realise particularly the importance to children of approval by their peers.
- We listen with care to the views of one another and value them.
- The School Council with pupil representatives helps to give the pupils a sense of involvement and citizenship.
- Equip pupils with lifelong learning skills through promoting high standards, encouraging enquiring minds and valuing ourselves and others in our school community and beyond.
- We respond in a polite thoughtful manner to one another.
- We each fulfill our responsibilities, whether as pupil, teacher or helper with regard to punctuality, completing tasks to the best of our ability, taking responsibility for the building and our equipment and cooperation with other school members.
- All pupils have the right to come to school without the fear of being bullied - see Bullying Policy.
- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These rules prepare pupils for their eventual position in a place of work where procedures have to be followed.
- Pupils have an understanding of how the code of conduct is a product of a Christian worldview and values.

Code of conduct

We aim to manage behaviour in school by using the following strategies:

Rewards

The school ethos is to adopt a fair, positive and consistent approach.

- The 'language of choice' is promoted by staff in school. The children are given the choice to behave well. This promotes a fair strategy of behaviour management.
- Stickers and certificates are used to promote and reward good behaviour choices throughout the school day, including at lunch time.
- During the weekly celebration assembly achievement awards are presented to pupils from each class.
- Classes each have their own target on display in the class room e.g. 'To line up quietly'. Every time the whole class achieves their target they receive a star on their star chart and set a new target together. When the class achieves 6 stars they have 30 minutes to, as a class, take part in a fun activity e.g. baking, crafts or a class project. This is to encourage the children to work together to make good choices.
- Team points – these are awarded to individual pupils for work, effort, achievement and behaviour. The team names have been chosen by the pupils and are 'The Elements' – earth, wind, fire and water. Each team has 2 team captains from Year 6 who are responsible for collecting their team's points from each class and displaying the total on the team point display at the front of the hall. In assembly the team captains will announce their team's totals and the winning team for that half term come to school in their own clothes on the last Friday of the half term.

Awarding of team points should be consistent across school and awarded as follows:

- 1 team point – good effort, work, behaviour, learning.
- 2 team points – very good effort, work, behaviour, learning.
- 3 team points – excellent effort, work, behaviour, learning.

These rewards promote good choices and team work.

- Class teachers can also incorporate their own reward systems into their classroom practise as they see fit. The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness, good behaviour and promotes a positive atmosphere and fosters the notion of high expectation.

Sanctions

When necessary, sanctions are used as a behaviour management strategy. The use of rewards will heavily outweigh the use of consequences.

- The Golden Rules should be discussed and agreed and displayed around school. The children are very familiar with them and are aware of the expectations of their behaviour.
- Children who make poor behaviour choices during lesson time are dealt with in the first instance by the class teacher using the traffic light system. This gives children an opportunity to correct their behaviour before a sanction is carried out. Following this, will be sent to a partner class for 15 minutes.
- If further issues arise then children will be sent to the phase leader, with work to complete.

EYFS – Mrs Simmons

KS1 – Miss Cole

KS2 – Mrs James

- Children who are involved in serious incidents will be sent to the head or deputy headteacher.
- Staff have made it clear to the children that there is to be no fighting / hurting others in school. All incidents will be dealt with by the headteacher / deputy headteacher; children will then miss their breaks and lunch times for a week.
- Behaviour incidents that occur at lunchtimes are referred to class teachers/SLT. The Learning Mentor is on the playground during these times and give the children the opportunity to resolve any issues. Lunchtime assistants will liaise with class teachers during the last 5 minutes of lunch.
- Parents/Carers are informed when necessary.
- Children who display poor behaviour over a period of time will have an Individual Behaviour Plan and a Behaviour Contract.

Punishment will involve the expression of disappointment, displeasure or surprise. Private rather than public reprimands will be made wherever possible. Humiliation will not be used. Criticism will focus on the behaviour NOT the child. Children must not be excluded from lessons as a punishment and must not be left unsupervised. All children must be treated equally in matters of discipline.

Lunchtimes

- Good behaviour at lunchtimes must be rewarded frequently by the lunchtime staff. Team points can be awarded.
- All children must treat lunchtime supervisors with exactly the same respect they would afford any member of the teaching staff.
- They should observe the same playground rules they do at any other time of day.
- On completing their meal children will leave the hall in an orderly fashion.
- Any child demonstrating anti-social behaviour will dine with the lead teacher for their key stage
- At lunchtime children will have a selection of outdoor games or access to a quiet classroom to choose from. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression.

Inclusion For All

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this PHSE should reflect the diverse needs of all pupils to incorporate the principle of equality of opportunity and promote positive attitudes to diversity.

Other References

The policy has been written with reference to the mission statement, aims and objectives of the school.

Behaviour Consequences and Sanctions Contract

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In class

If I am getting upset I can choose to pick up a red card. This allows me to go into the quiet area for 5 minutes calm down time. (a sand timer will tell me when my time is up.) I then go back to my desk, carpet or group.

If I am silly or refuse to follow instructions, I get 2 reminders. If I carry on with my poor choices, I have to miss 5 minutes of my break.

If I continue to carry on with my poor choices, I will be internally excluded and I will have to work in another class and my parents/carers will be contacted.
Once I am calm, if I still refuse to follow the schools instruction, then I understand that I may no longer remain in school. This would mean I would be excluded from school.

If I refuse to do my work or have not completed enough work due to my poor choices, I will be kept in to finish it.

If I still refuse to do my work or have not done enough work due to my poor choices, I will be sent to Miss McCoy or Mrs Homer to complete it. (internal exclusion)

Hurting other children:

If I hurt another child on purpose I will miss my break and lunch time play for 1 week

If I hurt a child by accident I will say sorry.

If I continually hurt children, I may no longer remain in school. This would mean I would be excluded from school.

Signed.

Pupil

Parent/Carer

Class Teacher