



## **Behaviour Policy**

### **Aims and Expectations**

The school is committed to providing an environment where all people can feel safe, happy, accepted and included. It is a primary aim of our school that every member of our community feels valued and respected, where values are built on mutual trust.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy is therefore designed to support the way in which all members of the school can live and work together positively. It aims to promote a learning environment where everyone is happy, safe and secure.

All children are treated fairly and all staff apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe, secure and happy environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop the ethos of kindness and co-operation.

Staff will implement the behaviour policy in a way that is applicable to the developmental stage of the individual child.

### **The school rules**

**Everybody at our school has the right to feel SAFE and the responsibility to follow these rules**

**Show honesty, kindness and respect to everybody in our school**

**Always do your best and follow instructions**

**Feet and hands – keep them to yourself**

**Equipment – look after it and use it correctly**

The class teachers will discuss the school rules with each class and they are displayed in every classroom and around the school. In this way, every child in the school knows the standard of

behaviour. All children complete a bullying questionnaire every year and the school council work with staff to act on any recommendations.

### **Rewards and Consequences**

We praise and reward children in a variety of ways:

- Adults congratulate children
- Children congratulate children
- Stickers are awarded to children for particularly good work or to acknowledge outstanding effort or acts of kindness in school. Children have 6 different coloured sticker charts to complete within an academic year. The order for completion is: Yellow, Green, Red, Purple, White and Blue. After completion of the Green sticker chart the child will receive their Bronze card in assembly, after completing the Purple sticker chart the child will receive their Silver card and after completing the Blue sticker chart the child will receive their Gold card. If a child has achieved their Gold card they will then receive a Head Teacher's sticker chart and work towards earning their Platinum award.
- Adults give whole class points which link to class golden time (weekly for class 1 and 2, every 2 -3 weeks for class 3)
- Each week a nominated 'Star of the Week' from each class receives a certificate in the school celebration assembly.
- Children who have demonstrated exceptional work will be asked to show their work to the Head Teacher who will give them a golden sticker and a raffle ticket. At the end of every term the raffle is drawn and prizes given.

The school employs a number of sanctions

- The child is reminded of the correct behaviour
- A verbal warning is given and recorded (child's name/photo is moved to amber)
- A second warning is given and recorded (child's name/photo is moved to red)
- The child then receives a 2 minute time out during their break time or lunchtime play
- If a child ends up on the red space 3 times within the same week, they lose some of their golden time with their class (age appropriate)
- If a child continues to not follow the school rules then they will be sent to the Head Teacher for time out and their name recorded in the behaviour book
- A meeting will be called with the Head Teacher, class teacher and parents to discuss the child's behaviour if no improvement is seen after all other sanctions.

Staff will only intervene physically to restrain children to prevent injury to a child. The actions that we take are in line with governmental guidelines on the restraint of children.

### **Roles and Responsibilities**

The class teacher:

- Treats each child fairly and consistently enforces the school rules
- Treats all children in their class with respect and understanding

- Will discuss with the Head Teacher the need to liaise with external agencies as necessary to support and guide the progress of each child
- Reports to the Head Teacher and parents about the progress of each child in their class in line with the whole school policy

Pupils:

- Will be involved in discussing school, classroom and playground rules
- Are encouraged to use the School Council's Friendship box and complete an annual bullying questionnaire, which is carefully considered and acted upon by staff and the School Council

The Head Teacher:

- Had responsibility for the implementation of the school's behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy
- Has responsibility to ensure the health, safety and welfare of all children in the school
- Support the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy
- Will keep a record of all reported serious incidents of misbehaviour
- May, in the case of repeated or very serious acts of unacceptable behaviour, need to consider exclusion

Parents:

- Will be expected to work collaboratively with the school, so that children receive consistent messages about how to behave in school
- Will be expected to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement. The school tries to build a supportive dialogue between the home and the school and will inform parents immediately if there are concerns about a child's welfare or behaviour
- Will be asked to support the actions of the school if we have to use reasonable sanctions to ensure a child's good behaviour. If the parents have any concerns about the way that their child is treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussion fail to resolve the problem, a formal grievance or appeal process can be implemented.

Governors

- Will support the Head Teacher in implementing this policy
- Will provide advice to the Head Teacher if asked, but the Head Teacher has the day-to-day authority to implement the school's behaviour policy

## **Fixed term and Permanent Exclusions**

Only the Head Teacher has the power to exclude a pupil from school. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

The Head Teacher will follow the Local Authority protocol for exclusions.

## **Monitoring**

The Head teacher will monitor the effectiveness of this policy.

The classroom teacher records minor incident. The Head Teacher records those incidents where a child is sent to her on account of unacceptable behaviour. Records of any incidents that occur at break or lunchtime are recorded by the supervisors and discussed with class teachers.