



Behaviour Policy

Plan Administration

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| Version | 1 |
| Date | February 2018 |
| Responsibility for the Plan | Lisa Whitehead, Assistant Headteacher |
| Approved by | Curriculum and standards governors committee |
| Date of review | February 2019 |

RECORD OF AMENDMENTS

| When Was the Plan last Updated? | | |
|--|-------------|------------------------------|
| Date | Name | Detail (changes made) |
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Philosophy and Aims

Within the Crucible Federation, we believe in the importance of building a positive atmosphere, which promotes good relationships between everyone concerned with the school. We aim to create an atmosphere of encouragement, acceptance and respect with sensitivity to individuals. We strive to promote courtesy, respect, independence and responsibility for others and ourselves.

Our Golden Rules

- Respect our environment.
- Respect each other.
- Respect myself.

Our behaviour policy is crucial as it underpins everything that happens and how the school community develops in terms of the curriculum, attitudes and expectations.

Within our federation we strive to make our curriculum as exciting and creative as possible. We are constantly looking for ways to enthuse children to learn, as we believe active participation in the curriculum helps to encourage positive learning and reduce the number of behaviour incidents.

It is important that the school community shares the same philosophy, hopes and aspirations and all play an equal part in developing the structures for establishing a clear framework for behaviour.

Aims to;

- To foster good behaviour throughout the school
- To promote an orderly environment where effective learning can take place
- To enable pupils to feel happy, safe and secure
- To ensure children have an equal opportunity to a balanced, relevant and exciting curriculum
- To allow children to develop positive self image
- To promote respect for people, environment and belongings
- To promote fairness, honesty and trust
- To instill in children a sense of what is right and wrong
- To promote a consistent, whole school approach to behaviour management
- To work closely with parents and outside agencies
- To promote a positive image of the school in the community

Our Golden Rules are displayed around school and staff will refer to these when children are making bad choices or to praise good behaviour.

Parents are given a Prospectus explaining about the school and the behaviour policy when their child starts school. All staff are expected to promote the Golden Rules when out of their classrooms as well as when in classrooms, e.g. stopping children when necessary and reminding them of the school rules.

Playtime / Lunchtime Expectations and Incidents

All lunchtime staff have received Positive Behavior Training (Dean Cotton) and use a wealth of positive strategies to promote expected behavior.

To promote positive behavior, lunchtimes are carefully planned to include a range of fun and interactive games to support children's social skills. Lunchtime staff support children in these activities and model positive behaviors and interactions

The behavior card system applies at lunchtimes. If children receive a red card they lose 5/10 minutes of their chosen activity at time as a consequence, this is followed up via the lunchtime staff.

Lunchtime exclusions may occur if a child persistently makes negative choices in their behavior towards others is persistently badly behaved over the lunchtime.

Positive Reward System

Most importantly **PRAISE, PRAISE, PRAISE.**

- Verbal praise and acknowledgment, tell children as often as possible why you are pleased, encouraging and role modelling positive behaviours.
- Notice children, use their name and give compliments.
- In addition teachers may choose to use, for example, marbles in the jar, superstar tickets etc for whole class rewards. Individual reward plans may be used for individual children who need extra level of support.
- 2 Learning Awards (Whiteways Citizen Award and Good Learning Award) are given to children from each class in Celebration Assembly on Fridays.
- 100% attendance certificates are given out to children on a half termly to promote and encourage good attendance.
- Termly VIP parties for children remaining on a green card for the term (if you get 3 red cards you cannot attend).

School Consequences

Behaviour Policy consequences should be whole school ones, consistently applied by all staff working in the school. All stakeholders should know the rules, rewards and consequences.

Each child is taught that: -

- We ask you to make the right CHOICE and do the right thing. If you break the rules a verbal reminder / warning is given.

If you choose not to heed the warning then: -

- You will be moved onto a yellow card. (A formal reminder/warning about your behavior – at this point you can still turn it around so that you return to your green card.)

If you continue to choose not to take heed then: -

- You will be moved onto a red card. This will result in the loss of playtime, 2 minutes (KS1) 5 minutes (KS2). At this stage children may be asked to work in another classroom within their phase.

If you still continue to choose not to take heed then: -

- You will be given a blue card. You will then work out of your classroom with Learning Mentors or the Leadership Team. The blue behaviour card will be logged on CPOMS (behaviour monitoring system). A blue slip will then be passed to parents at home time explaining what happened and the reason for the blue card.

Parents will be notified if, at playtimes, children continually misbehave and need reminders about their behaviour.

Children who receive 3 or more red cards will not be invited to the termly VIP parties.

5 blue cards within a half term will result a meeting with parents / carers. The child and parent will be asked to attend. At this meeting a behaviour support plan will be put in place and the child will allocated a report card which will be shared with parents at the end of each day.

As a last resort, for serious or persistent misbehavior, exclusions may occur.

Preventative Behaviour Management Strategies

- Staff have high expectations and ensure that the children know what these are.
- Ensure learning is engaging, pitched at the right level, is appropriately differentiated and has appropriate scaffolding.
- Establish good relationships with all children.
- Promote respect, tolerance, positive choice making and problem solving skills.
- Deal with incidents positively, remembering to use calm tone and intonation.
- Use proximity praise, re direction and distraction and allow take up time.
- Use the words 'thank you' instead of 'please'.

Logical Consequences of Misbehaviour are:

- Catching up work in their own time.
- Missing break or lunch – safe play intervention.
- Apology notes.
- Restorative conference.
- Tidying up mess made.
- Repairing or replacing when damage occurs.

Whole School and Individual Strategies

- P4C (philosophy for children).
- Positive play.
- Circle time.
- Regular inclusion meetings and referrals to the Learning Mentors.
- SLT Monitoring CPOMS.
- Behaviour charts.

The Role of the Learning Mentor

- To reinforce the school behaviour policy.
- To link with parents.
- Provision of additional incentive time.
- Pastoral support for individuals and groups.
- Line manager for Play Leaders.

Children's Responsibilities

- To follow the Golden Rules.
- To try their best to make good choices.
- To accept consequences if they occur.
- To let a member of staff know if they are being bullied or feel unhappy.

Parent's Responsibilities

- To be familiar with the school rules.
- To support the school with their efforts to establish a calm and happy atmosphere within the school.
- To work with staff / Headteacher to improve their child's behaviour.

Staff Responsibilities

- To be familiar with the school's behaviour policy.
- To be positive wherever possible. Praise children, offer incentives and celebrate good effort.
- To follow the consequences steps if required in both their classroom and in all areas of school.
- To stay calm and avoid confrontation.

Any member of staff with any worries or concerns may seek advice from the Headteacher or Deputy Head.