

## Behaviour Policy

### Rationale

To provide a framework for promoting acceptable behaviour with clear procedures which are understood and applied consistently throughout the whole school.

### Purpose

To create a harmonious atmosphere where all children recognise and respect the rights of others and are then, through self-discipline, able to gain as much from the school as possible. If the school is to be successful in fulfilling its aim of providing a secure, happy and effective learning environment, there must be some basic rules encompassed in a code which applies to all.

### Guidelines

#### 1 Code of Behaviour

- a) To be drawn up following discussion with children, staff, parents and governors.
- b) The code should be concise and couched in positive language. The following code applies at present:-
  - i) I will be kind in the things I do or say.
  - ii) I will follow instructions first time.
  - iii) I will take care of our school and the things in it.
  - iv) I will walk and talk quietly in school.
  - v) I will enter and leave the Hall quietly.
- c) Awareness of the code should be promoted through regular discussion and publication in classes and around the school. Each class to have a class charter linked to Rights Respecting Schools.

#### 2 Rewards

##### a) In the Classroom

In order to promote good behaviour in the classroom a positive atmosphere should be created in which children are praised for behaving well and rewarded with the following types of incentive:-

- Class dojo or merit points
- Smiley faces drawn on books
- Positive comments
- Stickers/stars from teachers
- Stickers/certificates and special badges from the Headteacher
- Headteacher's Awards
- Headteacher's Coffee morning attendance
- "Top table" for excellent lunchtime behaviour
- Good news messages in home/school books and a class postcard
- Suitable class treats, eg watch a film, picnic.

Each class has a Class Dojo or merit points chart to record positive behaviour. This will be clearly displayed and can be used by TAs and Supply Teachers. Major negative behaviour incidents are recorded on the SIMS system.

In addition to these individual incentives, each class works towards targets which will mean that the whole class is rewarded in some way when the target is reached. A simple example of this could be by the teacher awarding a dojo point when a class comes in from play quietly. In this way, points are used until a previously agreed target is achieved and then the class receives a suitable reward. Classes use a class dojo reward system or merit points.

All members of teaching and non-teaching staff should be responsible rewarding good behaviour around the school and for reminding children about the agreed code of conduct. Verbal praise should be reward enough.

### **3 Sanctions**

Although our approach to discipline has a positive base there also needs to be a clearly understood set of sanctions, which will apply when rules are broken. These should be agreed with staff and governors.

#### **a) In the Classroom**

- i) If a child misbehaves, they will be given a verbal warning. This serves as a warning that poor behaviour has been noted.
- ii) If the same child misbehaves again that day, an internal class sanction will be apply, e.g. sit on their own for 5 minutes.
- iii) Further poor behaviour that day will mean the child is sent to work in another class for a short period of time. This will be recorded on SIMS.
- iv) A further demonstration of poor behaviour that day will lead to an immediate visit to the Headteacher or Deputy Head. When a child is sent to the head, his/her name is recorded on SIMS and either a letter to parents is drafted in the presence of the child or the Headteacher will telephone the parents. At that time an appropriate sanction is given. If the child misbehaves again that day the letter will be sent home. NB – sanctions (i) to (iv) all take place in one day. At the end of the day a line is ruled across the day and the process starts from the beginning again the following day.
- v) If a child is sent to the head a total of three times for having three crosses against his/her name, then the parents will be informed and invited into school to discuss the matter.
- vi) In certain circumstances, e.g.: excessive violence, some or all of the progressive stages will be by-passes and immediate action by the head teacher might become necessary. In such cases, parents will be informed of action being taken.

**b) Around the School and Playtimes**

- i) Any incidence of unacceptable behaviour noted by a member of staff leads to the child being warned that the behaviour should stop.
- ii) A further display of unacceptable behaviour by the child or demonstration of aggression will mean that the child is escorted to the Headteacher or Deputy Head at playtimes and lunchtimes.
- iii) The Headteacher or Deputy Head will ascertain the reason for the child's presence with the adult and the child, record the details on SIMS. The adult will also either inform the child's teacher and then the child will have time to reflect on their actions.
- iv) Children can take themselves to the Headteacher or Deputy Head if they need time out to cool down.
- v) The amount of time spent with the Headteacher or Deputy Head can be variable.
- vi) If a child is sent to the Headteacher or Deputy Head frequently the Headteacher or Deputy Head will inform parents and possibly request a meeting to discuss the child's behaviour. At the meeting it might be decided that a period of close monitoring might be necessary and consideration of behaviour improvement strategies would be considered. It might also be necessary to detail school sanctions that could be applied, e.g.: extended periods indoors at lunchtime, home dinners, temporary and permanent exclusions.
- viii) If an incident is regarded as particularly serious the Headteacher will inform parents anyway.
- ix) Unacceptable playtime behaviour at the end of break times may lead to detention at the next available lunchtime. Similarly, late arrival on any particular day may mean that it will be appropriate for the child to report back at the next lunchtime session.

**4 Persistent Unacceptable Behaviour**

Children that regularly display unacceptable behaviour may require a specific individual Action Plan to address their difficulties. This will normally be drawn up by the class teacher and will involve discussion with the head teacher, SEN leader and parents. The Learning Mentor may also be involved.

It is worth repeating that the emphasis of our approach is to praise and reward good behaviour and we are hopeful that the consistent application of rules, rewards and consequences will contribute significantly to creating a climate where all children can come to school confident that their educational progression will not be hindered by the unacceptable actions of someone else.

*To be reviewed: March 2018*