



To better understand the needs of each child we ask parents/carers to talk to staff, so that they are well informed about any individual needs a child may have when making professional judgments regarding behaviour and discipline.

We recognise that good communication within the school community is vital to promoting good behaviour. We will encourage and support effective communication between pupils, teachers, teaching assistants, midday supervisors, parents/carers, governors and Head Teacher .

We will always take action to deal with inappropriate behaviour. The action taken will reflect the seriousness and the frequency of the behaviour and of previous actions taken with individual children.

We believe that good communication is vital to provide the right environment for children, staff and parents/carers. For this reason this policy will be communicated to everyone in the school in a way that makes it easy to understand.

## **GUIDELINES**

### **Encouraging good behaviour**

1. All staff, governors and the wider school community lead by example, displaying the school's Values in the way they behave.
2. School and class rules are discussed with the children and displayed at the beginning of each school year and referred to throughout the year. Could we list some examples of the school and class rules perhaps to make it clear of the schools expectations?
3. The school's Values are developed and taught through various activities, e.g. assemblies, circle time and PSHE lessons.

### **Rewarding good behaviour**

**In order to encourage and motivate children to make positive choices a number of strategies are employed. These strategies are designed to raise achievement, reward good behaviour, develop self-esteem and resilience, build a positive growth mindset, modify poor behaviour, give children the moral and social courage to be the best that they can be and support children to make positive contributions within the wider school community. Could you list these strategies here.....**

1. The Values system will reward children whose behaviour is consistently good as well as rewarding children for improvements in behaviour by (could you perhaps list the rewards so parents are aware). It will be monitored regularly to ensure that it is consistent and fair.
2. At Valueslunchtime midday supervisors reward good manners and sensible behaviour at meal times with stickers.

3. Informal rewards e.g. praise, extra responsibilities for those children who enjoy them, "Golden Time" could you perhaps give examples of what the children do during Golden Time? will be given at staff discretion.

4. A Values display in the school hall includes a cylinder for every class to collect tokens. A member of staff can choose to reward a whole class at their discretion, if they are seen to be 'Living their Values'. An individual child can earn a token for their whole class. Do Rainbow class children take part in this? The class to collect the most tokens each half term is allowed a special treat. Could you give examples of what the special treats are.

I think you should include what happens in Rainbows to reward positive behaviour if they do not receive a values certificate in the values assembly on a Friday.

This happens still so perhaps leave it in

### **Encouraging children to express themselves**

1. The children are encouraged to express their opinions in a variety of ways. These include circle times, class discussions, assemblies and one to one chats with staff.
2. The School Council gives pupils a more formal voice and they are consulted on a wide range of issues such as this policy, playground developments, Values etc.
3. The School Council includes one representative from each Key Stage One class and two representatives from each Key Stage Two class. Where appropriate there is also a representative from Gold class.
4. Children are encouraged to report unacceptable behaviour to the adult responsible for them at that time.

### **Communicating with parents/carers**

1. Parents/carers are encouraged to speak with staff about events or circumstances that may affect their child's behaviour. This information will be treated as confidential and with discretion at all times.
2. Parents/carers will be informed when their child has been involved in an incident that has clearly caused real distress to their child, another child or an adult.
3. Parents/carers will be informed when their child is involved in repeated misdemeanors or unacceptable behaviour.

4. Teachers will communicate in person by inviting the parent into the classroom, by telephone or by letter using discretion, to discuss incidents at a mutually convenient time.
5. Records of such contact with parents/carers will be logged in the Concerns file or behaviour log if appropriate for that child.

### **Dealing with unacceptable behaviour**

1. Immediate action will be taken each time a child acts in an unacceptable way. This will range from an informal gentle reprimand to a more formal sanction depending on the situation **please could you give examples of what they may be?.**
2. The Values system – The school operates a Values system which is displayed in each classroom. All children are on the Values tree green at the beginning of each day. **Could you perhaps include that children aspire to get to the sun?** Should a child not respond to gentle reminders then they will be moved off the tree. Further incidents will result in the child receiving sanctions appropriate to age and circumstance. This may be, for example, missing some Golden Time, some of their playtime to complete tasks or completing a Values sheet where children will be given the opportunity to reflect on their own behaviour using the language of the Values.
3. For those children who find this system difficult to adhere to it may be broken down into short time blocks with targets set with the aim of improving behaviour.
4. **Perhaps include what happens in Rainbow if it is different from the rest of the school?** Children in the ASD Provision follow the TEACCH concept that rewards good behaviour as well as the Values system.
5. Hitting back is never acceptable in any situation. Children and parents/carers need to be aware of this as action will be taken if it occurs.
6. Group sanctions will occasionally be used when appropriate and with discretion **what are group sanctions?.**
7. Unacceptable behaviour is always discussed with the children in relation to the Values they have learnt and the effect it has on those around them.
8. **If a child has been moved down the tree and behaviour has not improved they should be sent to the Headteacher or SLT, who will monitor incidents of unacceptable behaviour, looking for patterns and possible solutions. Through repairing and rebuilding, relationships can be restored and a positive learning environment can be re-established.**

### **Formal Sanctions**

A tiered system of sanctions will be implemented as follows:

1. Informal report to parents/carers – for serious incidents parents/carers will be informed on the same day by the teacher either in person, by telephone or in a letter. If a child is consistently struggling to follow

- classroom rules and routines, parents/carers will be informed either at parent teacher consultations or at the class teachers' discretion.
2. Formal report to parents/carers – for extreme serious incidents or for continued daily disruption, a letter will be sent requesting a formal meeting between the parents and the Headteacher. The meeting will be logged in the Headteacher's whole school behaviour log.
  3. A risk assessment and a Behaviour management plan or a Positive Handling Plan may need to be written for certain children.
  4. An Individual Achievement Plan (IAP) supporting Social and Emotional issues may be written, consultation with outside agencies and parents and a possible reduced timetable may also ensue.
  5. In consultation with parents, the Headteacher, SENDCo and the CBC SEND support team, will attempt a managed move to a more appropriate setting.
  6. If there is no parental support for (5) then the child may be excluded. The Governors and the LA would in this event be immediately informed.

### **Monitoring and evaluation**

The effectiveness of this policy and guideline will be monitored in a variety of ways:

1. The Headteacher will monitor procedures in place and will report regularly to the Governing Body.
2. The School Council will be asked their views on the effectiveness of the policy and procedures.
3. One or more Governors will visit the school regularly to observe and report specifically on behaviour to the Board of Governors and to make recommendations if appropriate.
4. The policy will be reviewed annually and will involve consultation with pupils, parents, staff and governors.

## **RELATIONSHIP TO OTHER POLICIES**

This policy should be read in relation to the following school policies:

Anti-bullying

Physical Intervention

Child Protection

Safeguarding

Complaints Procedure

Equal Opportunities

PSHE

Pastoral Care

Inclusion

Stress management

SEND

ASD

Home School Agreement

## **A - Values**

APPRECIATION

CARE

CO-OPERATION

COURAGE

DETERMINATION

FREEDOM

GENEROSITY

HAPPINESS

HONESTY

HOPE

HUMILITY

INDEPENDENCE

PATIENCE

PEACE

POLITENESS

QUALITY

RESPECT

RESPONSIBILITY

SIMPLICITY

TOLERANCE

UNITY

## Appendix B- Sanctions and Rewards

Teachers can use their own discretion to decide whether a sanction or reward is appropriate for a particular child or incident. The following are examples that could be used depending upon the circumstances:

### Rewards:

- Lots of positive praise
- Pupils' names on the Values' Tree can be moved to the sun (or even the clouds) for exceptional behaviour or quality work
- Stickers given to be put in albums or jumper
- Pupils 'living their Values' are chosen to take home the class bear
- Pupils can be sent to the Headteacher (or Deputy Headteacher in their absence) to receive praise and a sticker. The sticker can be worn or put in album
- The whole class receives 20 minutes of 'Golden Time' if they have all been on the tree all week (ie not dropped off).
- Earn extra 'Golden Time' by accumulating segments of an orange, or collect fir cones or marbles in a jar, or collect coins in a 'treasure chest', and count to see how much 'Golden Time' they have earned.
- A smiley face is drawn on pupil's work by the teacher which can be coloured in and then a sticker received for the pupil's album
- Place a laminated sign on the wall for all to see celebrating good work; saying, 'We have lived the Value of Quality in our work.' Write children's names in a list, to be rubbed off each week.

### Sanctions:

- Certain incidents bypass the tree eg fighting, bullying, racist comments. The Headteacher/SLT and parents are notified and the incident recorded
- A child can be moved down to the trunk of the tree before being taken off the tree
- If a child is taken off the tree twice in a week, parents are notified
- Values sheet completed by child
- Miss 5 minutes of 'Golden Time' or all as appropriate
- If a child is taken off the tree she/he can get back on by doing the 'right thing'
- Sit the child away from his peers within the classroom or in another classroom
- Sit the child nearer to the teacher
- Only one verbal warning and then carry out a sanction
- Miss playtime
- Write a letter to apologise to another child or adult

Always start the next day a 'new day'.