

## **1. Aims and Expectations**

It is a primary aim of Upton Snodsbury C of E First School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and one in which children are encouraged to make a positive contribution.

The school promotes good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others and their environment.

We treat all children fairly and apply this behaviour policy in a consistent way.

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

The school promotes good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

## **2. School Rules**

School rules are discussed with all the children at the beginning of each academic year. A set of agreed rules written by the children and teachers is then displayed throughout the school and shared regularly with the children by all staff for inside school and on the playground.

## **3. Class Rules**

When working with our new classes time is set aside to establish a set of classroom rules together. Children should suggest the rules and Teachers

are encouraged to rephrase them positively e.g. "Walk Safely" rather than "Don't run" These are then displayed in the classroom.

#### **4. Zone Boards**

Zone boards should be used in all classes to promote good behaviour. Each day all children begin in the green zone. Exceptional behaviour could result in children moving up the board to silver or gold and as a result receiving classroom rewards such as stickers and stamps etc. Inappropriate behaviour could result in a warning, followed by a move to orange, and if there is no improvement to red. Intentionally hurting someone else either verbally or physically, swearing or fighting would result in a direct move to red. Children can move back up the zone board for improved behaviour and this is always encouraged. Children continually in the red zone may miss out on extended play and other optional treats.

Zone boards are divided into five colours

Gold - I am behaving brilliantly

Silver - I am continuing to behave very well

Green - I am behaving myself as I should

Orange - I am not behaving myself as I should

Red - I am misbehaving badly

#### **5. Rewards and Sanctions**

We praise and reward children for good behaviour:

- ❖ Staff congratulate children
- ❖ Staff give children stickers.
- ❖ Staff act as role models
- ❖ Staff and children praise each other

The school acknowledges all the efforts and achievements of children, both in and out of school. Children's achievements are celebrated in Monday's Worship and also in Friday's Worship where children become Stars of the Week and receive a gold star to wear for the following week. Children in KS2 also collect Best Effort stickers across the year and have Tea with Mrs Barber when their card is full. In KS1 and EYFS have special person day, collect cubes towards rewards, raffle tickets and receive stickers for various good effort and behaviour. All children also have some "free play choice" on a Friday following good effort all week. We have a School Council where children can discuss their views and opinions and can

make a positive contribution to the development of the school. In order to ensure a safe and positive learning environment we use the zone board to reward children and employ sanctions. Sanctions employed are appropriate to each child and the individual situation. These may be:

- ❖ non-verbal warning
- ❖ verbal warning
- ❖ re-grouping
- ❖ removal of child to another class
- ❖ missed playtime
- ❖ moving down the zone board
- ❖ behaviour diaries following consultation with parents
- ❖ Individual Behaviour Plan or Pastoral Plan

The Class Teacher discusses classroom codes of behaviour as it arises. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the Class Teacher discusses these with the whole class during "circle time".

### **Sanction Route**

Inappropriate behaviour (listed below) will result in a warning. Continued poor behaviour will result in a move down the zone board to orange then red if necessary.

If a child is on red he/she should have some timeout or be sent to another classroom for a timeout session, if appropriate. The Teacher in the other classroom should direct this child to the zone board to think about their behaviour and what is needed to improve it. It may be necessary to write a letter of apology etc. if a child has been upset or hurt. Parents are notified when children are moved down the zone board in their home/reading diary.

### **Inappropriate behaviour**

This list is illustrative and is by no means exhaustive

Disobeying an adult

Persistent shouting and calling out

Persistent disruptive behaviour

Non co-operation/compliance

Being unkind/hurtful to others

### **Red Zone**

Being in red 3 times in a week will result in the loss of privileges. The child's name will be recorded in the school behaviour book. Parents and

carers will be contacted either in person or by telephone and invited into to school to discuss the way in which home and school can work together to support the child. Parent discussions can also occur prior to 3 times in the red zone depending on the incident or request from parents etc. A behaviour support plan will be created, overseen by the Head Teacher and monitored by the Class Teacher and shared with the parent. Continued poor behaviour may result in the involvement of external agencies. Extreme behaviour may result in exclusion.

All members of staff are aware of the regulations regarding the use of force by Teachers, as set out in DfES document 2/2015 "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings". Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. Most Teachers and Teaching Assistants are PPI trained and all staff follow the Working Together to Safeguard Children 2018 guidance.

## **6. The Role of the Class Teacher**

If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents. In the first instance, the Class Teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and advice from the Head Teacher. Should a child's behaviour become unreasonable and difficult to contain a red card will be given to a child to hand to the first available adult which is a summons for additional adult support. If a child's behaviour is deemed unsafe for other children, pupils should be moved away from the situation leaving the child supervised by another member of staff.

The Class Teacher liaises with all agencies, as necessary, to support and guide the progress of each child. Pastoral or behaviour plans may be instigated to support a pupil's needs, these are then reviewed, monitored and evaluated and shared with Parents on a regular basis to enable a pupil to improve.

## **7. The Role of the Headteacher**

It is the responsibility of the Head Teacher, under the Education Act 2011, to implement the school Behaviour Policy consistently throughout the school, and to report to *Governors*, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the School *Governors* have been notified.

## **8. The Role of Parents**

The school works collaboratively with Parents so that children receive consistent messages about how to behave at school.

The Home/School Agreement, as published in the prospectus, is signed before children are admitted to the Reception class. This confirms the entitlement of the child, parents and school, regarding the established code of behaviour. Parents may request a copy of the Behaviour Policy in full, at any time.

If Parents have any concern about the way that their child has been treated, they should initially contact the *Class Teacher*. If the concern remains, they should contact the Head Teacher who will refer the matter to the *Governing Body*, if necessary. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **9. The Role of the Governors**

The *Governing Body* has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The *Governors* support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **10. Fixed-Term and Permanent Exclusions**

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. If this action is necessary, the Head Teacher will follow the most recent (2017) guidance in the DCSF document "Improving Behaviour and Attendance: Guidance on Exclusion from Mainstream Schools, Academies and Pupil Referral Units" 2017.

## **11. Monitoring**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

**This policy was approved by Staff and Governors - Autumn 2018**

**Date of Review** ..... **Signature** .....