



# **Behaviour Policy**

**Rationale** - Behaviour cannot be considered in isolation from the curriculum, however, our learning policy details the many ways in which teaching can impact positively on behaviour.

This policy should be read in conjunction with the anti-bullying policy.

### **Aims**

- We aim to maintain a happy atmosphere with humour; where teaching and learning can take place effectively.
- By our everyday actions and interactions we seek to create mutual respect.
- By fostering their self-esteem we encourage our children to be confident, independent, responsible and to show initiative.
- We respect individual dignity and worth, and expect our children to strive to be honest, caring, thoughtful, tolerant and polite.
- To deal with incidents by restoring relationships, using the principals of restorative justice.

### **How will we do this?**

#### **With:**

#### **1. Whole school “Rights and Responsibilities”** which underpin:

- a. Concrete-general rules for the playground and around the school discussed annually with the children.
- b. Classroom rules drawn up by staff using children's suggestions in circle times.

**2. Care:** it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours and hearing 'pupil voice' is fundamental.

**3. Consistency:** all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.

**4. Positive emphasis** around school, pointing out and praising good behaviour, as well as quality of achievement. All adults in school should seek to identify and praise desirable behaviour. Each class should have an area of celebration that recognises individual achievements.

**5. Focus on repairing harm**, rather than punishment.

#### **6. Using restorative questioning:**

- a. What happened?
- b. What were you feeling/thinking at the time?
- c. What do you think/feel about it now?
- d. Who has been affected by what has happened?
- e. In what way?
- f. What impact has this incident had on you and others?
- g. What has been the hardest thing for you?
- h. What do you think needs to happen to make things right?

***These questions are always neutral and non-judgemental; they are about a wrongdoer's behaviour and its effect on others.***

#### **Reward and Sanction**

Every class must have a system agreed by the class which ensures that all children feel valued and rewarded for their efforts. Personal targets for work and behaviour can form the basis of a system which encourages all children to succeed. As well as individual success we aim to promote co-operative and supportive behaviour including effective group work.

Examples of reward and sanctions might include:

- Praise
- Excellent work visits

- Special or Golden Time
- Merit Certificates in a weekly assembly
- Marbles in the jar
- Stickers
- Table/Class team Points
- House Points

### **Our 'Sanctions' or 'putting things right'**

Sanctions will be used only after considering the principals of restorative justice.

Sanctions are given clearly and consistently across the school and provide a clear framework for all. The sanctions have been set up to enable children to make clear choices about their behaviour.

At all times a senior member of staff is available to support the child and adult when required and contact parents when required.

Where appropriate a child may be sent straight to the head or deputy if the incident is serious enough.

We discourage the punishment of a whole group and there should be no after school detention.

### **How we monitor behaviour**

CPOMS records are kept for each child, recording incidents when a member of staff feels this is appropriate. Sanctions and consequences will also be logged. Bullying incidents are monitored in accordance with the bullying policy and always recorded using CPOMS

How do children interact with this policy?

Children can raise concerns over discipline or behaviour as part of circle times, through use of class worry boxes but also through talking to teachers and LSAs. This can also be fed through to the school council via reps. In addition we have a scheme of playground buddies and advocates.

### **How will parents interact with this policy?**

Our policy will be openly available to parents. They will be consulted annually through parental surveys.

### ***Teachers will keep parents informed about unacceptable behaviour by:***

Making notes in the Home/School book, phone call or face to face consultation with the parent /carer. *(Very minor problems may not be shared as appropriate)* and when judged appropriate, by the senior member of staff.

### **Dealing with problems beyond the norm**

In some cases, children find it very difficult to operate within the policy. These children have been previously identified by discussion between staff and parents and will be following a personal behaviour programme. This may include a behaviour reward chart, outside agency support and/or in school teaching support.

In extreme circumstances, force can be used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

For further information please see:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Persistent misbehaviour at lunchtime may result in a parent being asked to remove their child from the school premises during the dinner hour. Persistent dangerous, violent, or anti-social behaviour may result in temporary exclusion from school.

In extreme cases, where it was felt that all other possible measures had been attempted and failed, the Governors would be forced to consider the permanent exclusion of the child from school.

## **Appendix 1:**

### **PLAYGROUND RULES (displayed in the playground)**

#### **Be Gentle**

Don't hurt anybody, no fighting, punching, kicking, pinching, pushing, scratching or biting.

#### **Be Kind**

Don't hurt another's feelings. No name calling at all.

#### **Allow others to play their games**

Don't spoil games for other people.

#### **Play in the right places**

Don't play in the toilets, school, grass bank or other out of bounds area.

#### **Respect other people's property**

Don't take anything another is playing with.

## **Appendix 2: Our Rights and Responsibilities - Poster**

### **Appendix 3: Suggested Reward Systems**

1. **Praise** – Used as much as possible to encourage positive behaviour and learning.
2. **Excellent work visits** – A selection of excellent work is nominated by the class teacher and seen by the Head/Deputy/Assistant Heads. The children receive a sticker for themselves and their work.
3. **Stickers** – Awarded by any adult in school for positive behaviour or learning. Stickers awarded by Lunchtime supervisors or Teaching Assistants are rewarded by a marble back in class.
4. **Marbles in the jar** – Children can earn a marble for positive behaviour. They are placed in a class jar which awards the class with a treat when full. The reward is chosen by class discussion before the children start collecting marbles.
5. **Merit Certificate** – An effort or achievement merit certificate can be awarded by the class teacher for excellent work in any subject area linked to the growth mindset animals
6. **Table/ Class team points** – Every child can be awarded a table/class team point for a positive act, these are designed to be a quick reward for a small act, e.g. Looking at the teacher, ready to start before anyone else. They promote teamwork which can then be rewarded by a negotiated number of marbles. E.g. The table with the most points at the end of the day can put 3 marbles in the jar and their name displayed or a sign put on their desk.
7. **House points** – Awarded to children for good behaviour around the school by any member of staff. House points are collected by individuals and then house totals are shared in each Friday assembly.

### **Appendix 4: Special Time**

This *is* one of the privileges that can be offered by teachers to reward the majority of well-behaved children in their class. It could be for up to 30 minutes on a Friday afternoon or at another convenient time.

Children who break rules are warned and then begin to lose special time in five minute blocks if they persist. They then have to sit out special time for the time allotted and are not permitted to do anything.

Earning back contracts are permissible and are at the teacher's discretion. They enable teachers to identify with the child what is wrong and how they can improve i.e. set behaviour targets. This permits a pattern of positive interaction between teacher and child.

#### **Use of Special Time**

Separate board games are played i.e. not wet play equipment

Class games such as wink murder, Yahtzee, connect 4 in 3D, 20 questions and quizzes.

Popular group activities like dancing, Origami, display creation

Cooking

Video

6/18

Extra play  
Music or poems on headphones  
Parachute games  
Teacher reads story or poem

## **Appendix 5 - Sanctions**

### Yellow and red cards

Teachers will use a system of red and yellow cards. This ensures children are given a warning before they lose any time to allow them the opportunity to make a positive choice about their behaviour. This will also stop the teacher from “over-punishing” in the heat of the moment. The steps to follow are:

**Step 1:** a non-verbal communication that the behaviour is not acceptable. This can be a look, frown or hand gesture.

**Step 2:** a verbal warning that they should stop a specific behaviour which is outlined by the teacher.

**Step 3:** A yellow card is given (ideally without drawing attention to this and not mentioning it so as not to disrupt the lesson. The card should be physically given as a visual reminder for the child to make the right choices about their behaviour. Saying “yellow card” to a child is not enough as the teacher is unlikely to remember this.

**Step 4:** If the behaviour persists, the child is given a red card. Again, this should be given to the child rather than told verbally as this acts as a reminder for them to modify their behaviour.

The child brings their yellow/red cards at the end of the lesson to the teacher as this provides an opportunity to praise the children on the yellow card for making the right choices so as not to go to a red card.

### **3 Step System (Playground)**

1. Following a first incident the child is given a verbal warning.
2. If the action is repeated or if the situation requires intervention, the child has a three minute cool off standing with the teacher/ Midday Supervisor (MDSA).
3. If the action continues or is serious in the first instance then the child is sent in to the calming down room. If required, the incident is recorded on CPOMS by the Senior teacher on duty and the class teacher will be informed too.

If a child is persistently sent to the calming down room, then the class teacher or a senior member of staff will invite the parent into school for a meeting.

### **Calming Down Room**

During lunch time, if a child needs time to reflect about their behaviour or calm down from a situation that has happened then they can spend a period of time in the calming down room at lunch time. A senior teacher may decide to record this on CPOMS.

### **Internal exclusions**

If a child has committed a serious offence in school, the senior leadership team may choose to impose an internal exclusion. This would be a half-day session away from their class and playtimes. The child would carry out their work during this time and be given a break time at a different time to the other children. The parents/ carers would be informed. The incident would be logged on the child’s electronic file.

### **External exclusions**

An external exclusion will be given under the following circumstances.

1. Where a child commits an offence for which no other punishment could be deemed severe enough.
2. As a result of persistent and repeated misbehaviour which has not improved despite previous sanctions and parents have been alerted to possible exclusion.

## Inclusion

In some cases, children find it very difficult to operate within the policy. These children have been previously identified by discussion between staff and parents and as a result are supported by following a personal behaviour plan. The plan may include any of the following which can be put into place following further discussion with the child, their teacher and their parent or carer.

- **A behaviour reward chart**- These contain one or two personal targets for the child and are designed to help the child to focus on the area of their learning that needs improvement. An example target may include 'I will stay focused on my work and not distract other children'
- **Outside agency support**- The school has access to a range of agencies that can provide support for the child, the teacher or the parents. This includes the school counsellor, Educational Psychologist, BHISS (Brighton & Hove Inclusive Support Service) – A Local authority agency which specialises in supporting children with behavioural needs.
- **In school teaching support**- A teaching assistant may be allocated to support particular children with specific needs. This support would be classroom based with opportunities for 1:1 or small group working time outside the class if deemed necessary.