



## Behaviour Policy

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Issue Date: March 2018

To be reviewed: March 2019

## Rationale

Self control and positive behaviour are necessary conditions for effective teaching and learning to take place. They are also an important outcome of successful education.

## Purposes

To promote a 'values' based ethos where: -

- Agreed values and clear expectations are established and acted upon positively, fairly and consistently.
- Good behaviour and effort based on growth mind-set principles are encouraged and used as a model for others to follow.
- All members of the school community are treated with respect and consideration.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and positive way.
- Parents are fully involved in the process of promoting high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and to contribute to the school community.
- A calm, happy and positive environment is the norm in all areas of the school and on the playground.

## Guidelines

- All adults are responsible for the behaviour of all children. Adults should act as good role models and should model our agreed values at all times.
- School and classroom rules/contracts will be agreed, displayed and referred to as a strategy to support positive behaviour choices – these will focus on positive rather than negative statements.
- Children will be encouraged to become self-disciplined and reflective. They will be taught to be responsible for their own actions and to develop their confidence, independence and self-control through discussion, role-play and reflection.
- Children will be taught to reflect upon the consequences of negative behaviour. They will also be taught to understand the need to improve inappropriate behaviour choices and they will be helped, within a climate that promotes both forgiveness and restorative justice, to make a new start.
- Parents will be informed of the school's expectations and they will be informed and involved at an early stage when problems occur.
- Work within each class will take account of individual abilities and needs. This will ensure we channel each pupil's enthusiasm positively and it will maintain each individual's self esteem.

- We will give the child experiencing difficulties time to calm down and to reflect on their behaviour choices without disrupting the learning of others.
- We will suggest strategies for improving inappropriate behaviour based on solution focus and emotional literacy guidelines.
- Inappropriate behaviour will be monitored and reported to parents and the school's Head of Inclusion and SENDCo if required.
- Serious incidents of inappropriate behaviour and strategies used to manage these behaviours will be logged by the class teacher on CPOMS and their impact will be evaluated with the Head of Inclusion.

### Rewards and Sanctions

We aim to promote good behaviour and a positive and happy learning environment within the school by giving children who demonstrate our values a high profile. Examples of good behaviour and positive values will be highlighted and acknowledged as part of our values based approach in whole school worship, within each class and on the playground. This type of reward helps to identify positive aspects of each child's behaviour and helps to make the children aware of their attributes and qualities and so builds self esteem.

#### Rewards include:

- Praise – this is the most powerful tool for the majority of children.
- Recognition in front of the group or class or privately according to child's needs
- Recognition at celebration worship through a values leaf or perseverance star
- Achievements of awards, certificates for sport, swimming and other achievements
- Informing parents/notes home to parents

Each class may develop a reward system to promote team work and cooperation within the class such as accumulated golden time or extra playtime points.

Lunchtime supervisors play a very important role in modelling positive values and thereby maintaining good discipline at lunchtimes. Therefore, they will be involved directly in the development and implementation of this policy.

NB. Edible rewards will not be given.

#### Sanctions

1. Register disapproval and explain why in a calm and supportive manner. Adults will focus on the behaviour rather than the child, they will offer alternative, improved behaviour choices, they will provide space and time for quiet reflection. They will resist raising their voice except in a dangerous situation (e.g. to stop a child running towards a

road) they will give children attention for positive rather than negative behaviours.

2. Relocate the child within the classroom to facilitate improved behaviour and concentration which can be praised.
3. Withdraw the child for a short period with a TA to a place where they can calm down and reflect - if necessary seek support from a senior member of staff.
4. Ask the child to confront the inappropriate behaviour and agree a remedy such as an apology or writing/drawing what happened during the incident and considering different outcomes.
5. Ask the child to complete extra or alternative work.
6. Loss of privileges e.g. a section of playtime.
7. Parents will be informed when an incident is sufficiently serious or if a pattern of poor behaviour is apparent.
8. Exclusion from trips or voluntary activities. **This will only be used in consultation with the Head Teacher and for health and safety reasons.**
9. Exclusion during lunchtime. **This can only be used by the Head Teacher.**
10. Fixed term exclusion from school. **This can only be authorised by the Head of Inclusion or the Head Teacher.**

### Support Systems for Individual Pupil Need

1. If there is a persistent problem the class teacher and the SENDCo will draw up an Individual Provision Plan or Behaviour Support Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. Circle time and reflection time will be used to create a supportive environment and increase of self-esteem. A home/school book may be started to maintain positive communication with parents.

The expert team in the nurture provision will also give behaviour modification advice.

2. **SEND support** - if the difficulty continues, together we will work with outside agencies including Jigsaw to seek solutions to support the pupil (see our Local Offer). For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies). The expert team in the nurture provision will also continue to give advice and support as necessary.

### Support Systems for Staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's Safeguarding and Child

Protection policy. All staff have read this policy in order that behaviour management is consistent throughout the school.

### Support Systems for Parents/Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

The SENDCo sends regular correspondence to parents/carers regarding the Parent Children & Young Person Partnership Service. This network is an independent organisation which can give impartial advice to parents for children with SEND.

### Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the school community (pupil and parent surveys), staff and governors.

This document is freely available to the entire school community via our website.

It will be reviewed on an annual basis.