



BEHAVIOUR POLICY

GUIDELINES

The aims of this policy are:

- To provide children and adults with a calm atmosphere in which to learn, work and socialise
- To help children to become self-disciplined members of society
- To increase children's' awareness of and responsibilities towards the needs and rights of others, and to respond positively
- To ensure that every member of the school community is valued

We will achieve our aims by:

- Ensuring that fairness and equality exists in practice
- Consistency of approach throughout the school

We will make these intentions public by:

- Publishing them in the school prospectus
- Publishing them on the school website
- Sharing a behaviour contract at the beginning of each school year
- Making procedures clear to the children
- Positive reinforcement of good behaviour
- Discussion with parents and new families
- Practising it ourselves

PRINCIPLES

Our school is a caring, secure, polite and happy environment for all. Good communication exists between home, school and the wider community.

We promote good behaviour through praise and rewards, and when necessary, through sanctions. We set rules within school; therefore, pupils know what is expected of them. The majority of children respond best to praise and to having clear guidelines about acceptable behaviour.

We aim to provide support to ensure success in the classroom. Pupils learn to co-operate and behave in a sociable way, when they work alongside other children. The behaviour of our children around school and within the classrooms is very good. We work within our classes on co-operative games and talk for learning activities throughout our curriculum but specifically in PSHE to improve the way the children work and play together.

Our classroom rules underpin a positive approach to behaviour (which is relevant for everyone, children and adults alike). These rules have been formulated with the children taking into account safety and well being, and enabling the school to function efficiently as a place of learning and provide a happy, safe place for children to learn.

EXPECTATIONS

Our expectations are that children and staff will:

- Walk quietly and sensibly in all areas
- Be considerate, polite, kind, helpful and good mannered
- Speak at an acceptable volume at all times, including lunchtime
- Take care of school equipment and help to keep the school tidy
- Be responsible with their own and other people's property
- Listen carefully and follow instructions
- Be calm on entering, during, and on leaving the hall
- Show respect to all members of the school community when at school and when on education visits
- Be able to talk about their feelings and resolve conflict

MOTIVATION SYSTEMS

Children are rewarded for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

We celebrate achievement through a range of strategies including praise, which might include:

- Sharing work with the class/school
- Superstar of the week
- Gaining a star pupil of the week certificate in our celebration assembly
- Having a pink star stamp in their book
- Showing work to visitors, other staff and Headteacher
- Stickers/Praise pads/postcards/certificates
- Raffle tickets and prize box
- Acts of kindness*
- Being a star writer or star mathematician

ACTS OF KINDNESS TOTALISER

*Kindness tokens are given out by any teaching or support staff including midday supervisors, as a reward for good behaviour or for care and consideration given to any adult or child such as:

- Tidying up
- Looking after equipment/or child
- Looking after the environment
- Being kind and helpful
- Listening carefully
- Behaving well

Special tokens chosen by the children are kept in a jar/container in the classroom. Each class is given a target number and once the class has reached this number they receive a treat. At our weekly Celebration Assembly if a treat has been received a counter is added to their jar on the display board.

SANCTIONS

- Gentle reminder (I am reminding you...)
- Verbal warning
- Change of classroom seat or being removed from an activity
- Loss of part of playtime/ lunchtime or time out for 5 minutes going to do differently
- Talking to the child to make sure they have understood why they are there and what they for
- Class teacher talks to parents
- Being sent to another adult/Head Teacher and a yellow form completed
- Headteacher talks to parents and targets put in place.

At lunchtime:

- Gentle reminder (I am reminding you...)
- Verbal warning
- Time holding hands with Midday Supervisor
- Time out zone for 5 minutes
- Talking to the child to make sure they have understood why they are there and what they for
- Sent to Senior Midday Supervisor for a 5 minute time out and talking to the child to make sure they have understood why they are there and what they for and recorded in class book.

Low-level negative behaviour is dealt with by the class teacher; including possible informal contact with parents. There may, however, occasionally, be a need for support from others (class teacher, Senior Midday Supervisor, senior management or Headteacher), if initial intervention does not work. Any very serious or persistent levels of behaviour will be referred to the Headteacher.

PARENTAL INVOLVEMENT

If a child's behaviour is giving cause for concern, we will always discuss the situation with parents and try to solve the problem together and negotiate a "good behaviour" contract. Parents can then be regularly informed of both the child's successes and difficulties with the behaviour expectations. This will initially be done by the class teacher. At any point along the scale a child may require an 'Individual Behaviour Plan' in order to provide individual targets which will modify or change their behaviour. If this is so, these will be decided with the parents.

MONITORING

All incidents are recorded on a yellow form and entered into a behaviour log. Patterns and trends are identified each half term and if needed parents meet with Headteacher to put a plan in place.

MONITORING & REVIEW, POLICY INTO PRACTICE

This policy will be monitored and reviewed on: January 2019

The Headteacher will report on a termly basis to the governing body on behaviour incidents and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

TEAM TEACH TECHNIQUES

Physical Restraint does not include the use of gentle physical prompting or guidance where a child is happy to comply and the aim is to assist him/her to participate appropriately in activities. Physical Restraint is a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe secure environment. At times this may mean that the rest of the class are moved to keep them safe and to deescalate the situation.

The Team Teach technique should not be used unless training has been undertaken. This is refreshed every 3 years.

Adults are only authorised to use physical restraint where:

- Pupils are at risk of physical injury
- A pupil's actions are placing other pupils or adults at risk of injury
- Significant damage to property can be limited
- Physical restraint must not endanger the physical safety of other pupils or staff

If we feel we may need to use Physical Restraint, an agreement will be drawn up in consultation with parents through a behaviour handling plan. Parents will be informed if we have used this method.

This guidance document has been drawn up to support and advise all staff in the physical control of children.

The restraint of children under specific circumstance:

1. Summon the assistance of another member of staff.
2. The child should be restrained as gently but firmly as possible, moving him/her away from other children.
3. The incident should be reported to the Head or Deputy Head at the first opportunity.
4. Team Teach Record book completed and should be submitted to the Head within twenty-four hours.
5. This record may form the basis of subsequent discussions with parents or other agencies.

Assaults by a pupil on a member of staff

1. An assault by a child may be defined as any physical action that causes the member of staff pain or discomfort, thus technically, spitting, scratching or stamping on feet will constitute as assault.
2. The Head should be notified of the assault at the first opportunity and the child identified to enable the Head to question him/her about the incident.
3. Staff should be aware that alleged assaults will be treated very seriously
4. The member of staff should make a full report on a yellow behaviour form of the assault within twenty-four hours of the incident.