



## **Behaviour Policy**

**Date Approved: November 2015**  
**Date for Review: November 2018**

### **Introduction**

Our School is a community where respect for individuals is valued. We aim for the children to develop a sense of their rights and responsibilities in order for them to take an active role in their own learning.

We value close cooperation between the child, teacher and parents and, if at any time parents are worried about their child's behaviour, they are actively encouraged to discuss their concerns initially with their child's teacher and then with the Deputy Head Teacher or the Head Teacher when necessary.

### **Aims**

We aim to:

- *Develop a sense of self-discipline.*
- *Enable children to actively take part in their own learning.*
- *Recognise and develop children's differing strengths and abilities.*
- *Provide a challenging, broad-based curriculum in which creativity, investigation and a thirst for learning are fostered.*
- *These aims together with the distinctive Christian ethos of the school underpin the British Values of:*
  - *Democracy*
  - *The rule of law*
  - *Individual liberty and mutual respect*
  - *Tolerance of different faiths and beliefs*

We believe that in order to develop his/her potential, a child needs to work in an environment which encourages them to develop positive learning skills – to become an independent learner, learn from their mistakes, work collaboratively, make decisions and accept responsibility for their actions.

We aim for all the members of the school community - children, parents, staff and governors - to work together in an atmosphere of mutual respect, understanding and honesty where good manners are actively encouraged.

The School Council makes an important contribution representing the greater involvement of children and young people in the decision making processes concerning behaviour.

Philosophy for children will be used to increase listening skills, develop social skills and raise self-esteem.

### **Good behaviour means that everyone in School is:**

- ✓ Careful and kind
- ✓ Polite and friendly
- ✓ Helpful to each other
- ✓ Quiet and hard working
- ✓ Respectful of other people and their property
- ✓ Proud to belong to our School
- ✓ Taking responsibility in ensuring Rights (Rights Respecting School Award Level 1) are upheld

## **Organisation and Management**

### **Responsibilities**

All members of our school, staff and pupils have a responsibility to enforce and uphold the rights that we have highlighted. Staff are fully aware that they are role models and take this responsibility seriously in showing all pupils how to behave and interact with others. Through realising the effect of their actions children will learn from experiences and be deterred from repeating the same mistakes.

- It is expected that children will respect all adults within the school environment, including teachers and support staff, lunchtime staff, cleaners, student teachers and visitors. It is also expected that children will be treated fairly by those adults.
- If an adult puts their hand in the air all children should look and listen, putting their hand in the air to show they are ready to listen.
- In classrooms, teachers and teaching assistants will develop and use an agreed signal with their class to gain children's attention – this will also be age appropriate.
- Movement around the school – children will all walk quietly and purposefully around the school, showing respect for all around them.
- In the dining hall children will eat sensibly showing respect for peers and adults around them.
- Staff promote positive play by participating in games as well as rewarding and using consequences.
- At the end of playtime / lunchtime children line up to go back into classrooms.

### **Class Charter / Playground Charter**

Each class will discuss and agree a set of Rights and Responsibilities at the beginning of the year. They will be displayed in the classroom and will be part of the class ethos.

A playground charter will be agreed at the beginning of the school year in whole school assembly, as part of the children's collaboration towards the mission statement of the school.

## **Rewards and Consequences**

### **Rewards**

We recognise the importance of creating a happy environment in our school and positive behaviours will be expected at all times. The children will be praised and rewarded with thanks and other systems as outlined below. Assembly will be used to reinforce good behaviour and show positive examples to others.

- Smiley face and/or sticker charts/marbles in a jar will be used to reward good behaviour, politeness and achievement. The teacher will discuss with the children the strategy to be used to ensure that all children are engaged with the class reward system. Class teachers will then decide with the children the appropriate reward.
- Teachers may reward good behaviour in other ways, for example letting children choose an activity first, go out to play first, be given extra responsibility / special jobs
- Parents may be informed – All staff recognise the importance of letting parents know their child is behaving well and this can be done via parents evenings, by telephone or face to face after school.
- Positive comments in reading journals / homework diary / sharing successes
- Sent to the DHT / HT for good work, HT award

### **Golden Time**

Golden Time (which has to be earned – 30 minutes for children who have upheld Heene's rights) is a system of reinforcing good behaviour adopted by Year 1 upwards. The ways in which teachers record the reward varies from class to class and is dependent on the age of the children.

- KS1 Golden Time will be as follows: see KS1 traffic light chart below
- KS2 Golden Time will be as follows: see KS2 traffic light chart below

### Traffic light system for KS1

GREEN	YELLOW	ORANGE	RED
<p>All children begin the morning and afternoon sessions on green</p> <p>(individual names laminated and placed on the wall on a green symbol).</p>	<p>If a child exhibits inappropriate behaviour and does not respond to initial strategies put in place, their name is moved from the green to the yellow symbol.</p> <p>N.B. Children have the opportunity to redeem themselves and move back to green from yellow.</p>	<p>If a child exhibits further inappropriate behaviour and does not respond to strategies put in place, their name is moved from the yellow to the orange symbol.</p> <p>N.B. Children have the opportunity to redeem themselves and move back to yellow from orange.</p>	<p>If inappropriate behaviour persists, their name will be moved from orange to red. This incurs a consequence. 5 minutes off the next play / golden time</p> <p>If negative behaviour continues. Move out to another class and spend rest of lesson there depending on severity and time off play / golden time.</p>

### Traffic light system for KS2

GREEN	AMBER	RED
<p>All children begin the day on green</p> <p>(individual names laminated and placed on the wall on a green symbol).</p>	<p>If a child exhibits inappropriate behaviour and does not respond to initial strategies put in place, their name is moved from the green to the amber symbol.</p> <p>N.B. Children have the opportunity to redeem themselves and move back to green from amber.</p>	<p>If inappropriate behaviour persists, their name will be moved from amber to red. This incurs a consequence. 5 minutes off the next play / golden time</p> <p>If negative behaviour continues. Move out to another class and spend rest of lesson/day depending on severity and time off play / golden time.</p>

## Consequences of Inappropriate Behaviour

Even in a well ordered and positive environment things can go wrong and it will be necessary from time to time to apply sanctions. We employ a range of strategies for dealing with inappropriate behaviour. In all situations we aim to ensure that the pupils fully understand that it is the behaviour which is unacceptable rather than the pupil as a person. At all times the child must be informed what the next consequence of their behaviour will be.

<p>In the classroom initial strategies can include:</p> <ul style="list-style-type: none"><li>• reassessing the child's task</li><li>• asking the child to move seats/ table</li><li>• talking quietly to the child</li><li>• praising other children who are modelling positive behaviour</li><li>• using a change of body language or tone of voice</li><li>• humour</li><li>• changing the teacher's proximity to the child</li><li>• ignoring the behaviour</li><li>• catching the child being good</li><li>• giving an incentive "if you... then you can...."</li><li>• giving peer support e.g. behaviour buddies</li><li>• sending the child on an errand</li><li>• time out</li></ul>	<p>In the playground initial strategies can include:</p> <ul style="list-style-type: none"><li>• 'time out' in an area of the playground</li><li>• the incident will be discussed with the children/child involved. The child should be encouraged to watch how other children play well together.</li><li>• the child's teacher may be informed of the incident.</li><li>• the child may miss a part of or a whole playtime – must be supervised at all times</li></ul>
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If there is more persistent disruption some of the following may be applied:

- a) A structured reflective discussion may take place with an adult where the child discusses what they should do differently if the situation arises again (using Unacceptable Behaviour Record Form / Social Storyboard).
- b) Move to work in another class for a period of time.
- c) Phone call home and arrange a meeting with parents. Involvement of HT and DHT.
- d) The child may also be given an internal exclusion i.e. be sent to a senior teacher's class for the day.
- e) In order to provide further support the SENDCO and class teacher in discussion with the parents may decide to place the child on the special needs register for social, emotional and mental health. The child would then have a Behaviour Log and an Individual Education Plans (IEPs). Targets will be set and monitored daily by class teacher/SENDCO in consultation with the parents. These will be regularly reviewed. Outside agencies may also be asked for advice. A risk assessment may be put in place.
- f) At times behaviour will necessitate immediate recourse to involve HT and DHT and a phone call home. E.g. discriminatory comments, bullying (refer to the anti-bullying policy), harassment, swearing/abusive language, violence.

We work hard to support pupils to avoid permanent exclusion, which we see as a final resort.

The following behaviours could result in exclusion:

- premeditated violence
- assaulting/ hitting an adult
- possession of/ use of illegal substances
- possession of / brandishing a weapon
- criminal damage
- theft
- any circumstance where others are put at risk
- swearing/ abusive language

### **Use of Reasonable Force**

There may be times when behaviour requires physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of reasonable force. Team Teach is the approach adopted by us to manage challenging and aggressive behaviour. Some of our teaching and non-teaching staff have been trained in the use of this approach. The basic philosophy of the approach is as follows:

- The vast majority of all incidents should be managed without recourse to physical intervention.
- It is a flexible framework of responding to pupil's stress through a holistic approach.
- De-escalation of situations is a priority (e.g. using communication skills, humour, distraction, etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care, control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

All incidents of positive handling are reported, recorded, monitored and evaluated. Parents and Governors will be informed of any that involve a child being held with more restrictive holds. We use risk assessments for children exhibiting challenging behaviour in order to aid our effectiveness with de-escalating. This helps us identify triggers which can include difficult times of the day, difficult subjects or difficult areas of the school.

### **Conclusion**

This policy has been updated after consultation with staff. This policy has been agreed with children and governors and follows on from existing standards already within school.

The Behaviour Policy and Home/School Agreement are included in the Induction Pack for any new admissions to the school. This ensures that parents are fully aware of our policy.

The code of behaviour (APPENDIX 1) was devised in a series of assemblies / class council meetings with the children. Class council members feed back to the HT after which it is posted around school for children, staff, parents, governors and visitors to read.

### **The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

This policy is to be read in conjunction with the Anti-Bullying Policy

October 2015

## **How we behave in and around our school**

Updated and agreed by the Whole School – October 2015

- We treat each other pleasantly with politeness and respect
- We show good listening skills at all times
- We will use kind and thoughtful words
- We WALK on the left hand side of the corridor in school at all times
- We take care of our school and the people in it
- We do as we are asked by all the adults within the school
- Each one of us has the right to feel safe in school
- We share our ideas at the appropriate time
- We learn from our mistakes and help each other
- We can work on our own and within a team

## APPENDIX 2 – Unacceptable Behaviour Record

Pupil:	Adult:
Date / Time:	Location:
What triggered the behaviour?	
What happened / what did the behaviour look like?	
What happened as a consequence of the behaviour?	
If there was a similar situation what would you do next time?	
Views of Pupils involved:	Views of adults involved:
Signed:	Date:
Designation:	