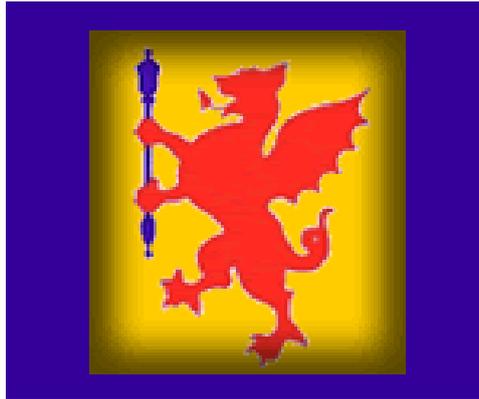


# ILCHESTER COMMUNITY PRIMARY SCHOOL



## Behaviour Policy

Reviewed March 2014		N J Heath	Headteacher
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Review March 2016

**This policy has been written in consultation with children, Governors and Staff.**

## **Rationale**

As a school we feel it is important to establish an environment in which **all** members of the school community feel safe, secure and respected. We believe that this is developed through a consistent and fair approach to behaviour where everyone takes responsibility for promoting high expectations.

The development of positive social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum which are imperative to learning and need careful planning through subjects such as: PSHCE.

We endeavour to develop positive relationships with and between all children. This is achieved by developing positive attitudes and behaviour and recognising this through rewards and praise.

## **Aims of the behaviour policy:**

- To create a positive learning environment.
- To teach children to respect other people, their property, beliefs and feelings.
- To be consistent and fair.
- To praise and reward good work, behaviour and attitudes.
- To involve parents in all aspects of their child's learning including behaviour.

Teachers and their pupils should regularly discuss the school aims and values and apply them to real life situations. Classroom rules are developed with the children at the beginning of the year and displayed in each classroom. **Every class will display the following school rules that support the schools key behaviour principles to ensure that behaviour ONLY has a positive impact on learning:**

KS1 – we listen to others

KS2 – to listen and value the opinions of others

KS1 – We look after each other and our school

KS2 – We respect:

- Our school, it's grounds, equipment and environment
- All adults and children

KS1/2 – we always try our best in all we do

It will be important to use these rules as a behaviour management tool through regular reflection and review with pupils.

Parents will be consulted on behaviour through surveys and focus groups.

## **Rewarding Positive Behaviour**

Four types of reward are regularly used:

- praise;
- sharing achievement with others;
- being given responsibility;
- Progress on class reward charts – Praise certificate sent home

## **Praise**

Praise can be given anywhere, by anyone, to anyone!

It will usually be given in the form of:

- verbal acknowledgement of behaviour;
- a compliment to the individual or group by an adult;
- positive body language;
- receiving a sticker, star, or smiley face;
- receiving house points;
- a positive comment to parents, communicated by phone, letter or verbally;
- Achievement certificate (parents are then invited to celebrate their child's success in achievement assemblies);
- receiving of green card award which will be exchanged for house points in Achievement Assembly;

*Green cards can be awarded for any act of good behaviour (kindness, looking after property, manners etc)*

- being placed on the tree of kindness (KS1)
- comments written when marking work

## **Sharing Achievement with Others**

Good behaviour will, where appropriate, be commended publicly. This may include sharing with:

- own class;
- another teacher;
- another class;
- Deputy Head Teacher or Senior Teacher
- Head Teacher;
- parents:
- all children in key stage (Achievement Assembly);

## **Being Given Responsibility**

This may be in the form of:

- a special job e.g. looking after equipment;
- helping staff in some way e.g. taking a message;
- helping younger/other children;
- House Captaincy;
- prefect duties;
- Line Leaders;
- 'Special people of the day'.

## Sanctions

We strongly believe that the most effective tool is to recognise and reward positive and acceptable behaviour. However, we understand it may be necessary to apply sanctions when pupils demonstrate unacceptable behaviour. It is felt that if we apply these sanctions consistently and fairly this will promote clear boundaries and in turn positive behaviour. All Staff and children are made aware of the sanctions and rewards in place.

There is a hierarchy of sanctions, which should be followed, except in extreme cases.

- It must be clear why the sanction is being applied and staff must ensure that children understand.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- **It should always be the behaviour rather than the child that is punished.**

**Classes have a 'Sanctions Tariff' which follow these simple steps (used as a last resort):**

- **I need to move places**
- **I need to move to a different class**
- **I need to miss some playtime**

Children **must** be allowed to explain their actions. It is important that they feel staff give them a chance to do this, and listen with an open mind, and not administer sanctions without just cause.

Exclusion is used only in the most exceptional and extreme circumstances and in line with Somerset LA guidelines. Governors and Somerset LEA are always involved and LA policy followed rigorously.

## Children with additional behaviour needs

Some children may be beyond normal rewards and sanctions. Their behaviour may be linked to behavioural, social and emotional needs. In cases like this, the Head, Deputy and SENCO will be monitoring their behaviour at a school action level. The child's parents will be fully involved and an Individual Behaviour plan or Pastoral Care Plan will be in place. The strategies employed will be consistent with the aims and approaches within the behaviour policy.

## Sanctions during directed teaching and learning time

Reward remainder of class for displaying appropriate behaviour. Question child as to the reasons for their behaviour.



Explain to child why that behaviour is unacceptable and warn child of the consequence of repeating the behaviour



Individual reprimand delivered firmly and quietly to individual child



Move to a different place in classroom to work. Child can still access lesson



Removal from classroom to parallel class for a limited period



Withdrawing privilege e.g. playtime – with snack and drink. KS2 Library/Dining Hall  
KS1 Library



Class teacher to contact parent and make record. May lead to home/school book or shared reward system or more formal meeting between class teacher and parents.



Send to Deputy Head or Senior Teacher – will discuss child's behaviour with class teacher and with child



Deputy Head or Senior Teacher to contact parents and make record. May lead to meeting with class teacher, Deputy Head and parents



Send to Head Teacher – investigate behaviour with those involved and discuss behaviour with child



Head Teacher to contact parents and make record. May lead to meeting with class teacher, Head Teacher and parents and relevant outside agencies



Fixed term exclusion



Permanent exclusion

## Play/Lunch

The Manners board, stickers and positive praise should be used to promote positive behaviour. Children to be selected in Fridays Celebration Assembly.

Be proactive when on duty, identifying potential situations before they develop. Being mobile on duty raises the profile.

Throughout breaks and lunch periods children should be encouraged to develop positive play skills. Staff are encouraged to initiate and, wherever possible, join in. A selection of equipment will be available for playground use. Year 5 and 6 children are involved as play leaders on the infant site.

Question child as to reasons for behaviour



Explain why their behaviour is unacceptable and warn child of the consequence of repeating the behaviour



Individual reprimand



Child is to remain with adult on duty for a fixed period of time. Either holding their hand(KS1) or standing next to them (KS2)



Class teacher to be informed of behaviour incidents



Ensure child is fully aware of the behaviour which was unacceptable and reinforce acceptable/appropriate behaviour



Child to be sent in to time out.



Class teacher to be informed of behaviour incidents



Child sent to Head Teacher  
If serious or persistent



Parent's informed leading to possible lunchtime exclusion

## Playtime Golden Rules

- We play games that are fun for everyone involved.
- We keep our hands and our feet to ourselves
- We put our rubbish in the bin.
- We only use kind words when we play with each other.
- We play sensibly with the equipment and put it back in the correct box.
- We walk to our class line and line up quietly and sensibly.
- We are respectful of the adults in charge.

## Proactive playtime

For some playtime can be a difficult part of the day where certain children find it difficult to display self control. Playtime can often be seen as a trigger point for unacceptable behaviour. As a school, we take a proactive approach to this situation by offering a safe haven at playtime. Teachers will identify children who are having a difficult day or who are displaying signs of disruptive behaviour and give them the opportunity to stay inside. This is **NOT** a punishment but an opportunity to avoid conflict. During their time, children will have purposeful activities to participate in. It is believed that this will have a positive impact on playtimes and in turn learning by reducing the number of incidents of poor behaviour.

**We must never forget that the most powerful incentive to promote positive behaviour is to regularly praise children who display appropriate behaviour.**

## **Monitoring, Reviewing and Evaluating**

The implementation of this policy will need to be continually monitored for effectiveness/consistency. Senior staff and the PSHE co-ordinator are responsible for this activity.

Staff guidelines will be updated to reflect any agreed changes following discussions with stake holders.

All stake holders will be kept informed of any review and action that will need to be taken.

The areas targeted for review will be:

- The aims – are they still valid?
- Rules – are being applied consistently and fairly?
- Rewards/sanctions – are they appropriate and do they act as incentives/disincentives?

## **Evaluation**

- Have the number of incidents of poor behaviour reduced? This will be measures by: staff surveys, pupil conferencing and parental questionnaires.
- How effective has the new golden time system/safe haven.

# Expectations

## WHAT WE EXPECT OF OUR CHILDREN

- To be respectful to teachers, support staff, other children and visitors.
- To listen to adults and each other in lessons and in assemblies.
- To move around the school quietly and calmly.
- To work and play co-operatively with each other.
- To tell the truth and take responsibility for their own behaviour.
- To accept a solution or consequence if they have done something wrong.
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this means they will not behave in that way in the future.
- To take care of the school and its equipment.

## WHAT CHILDREN CAN EXPECT OF STAFF

- To provide a stimulating and challenging curriculum.
- To listen to them and to hear their point of view.
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To create a positive environment in the classroom and playground.
- To treat them as individuals.
- To see each day as a new start. (Previous behaviours have been dealt with and are in the past).