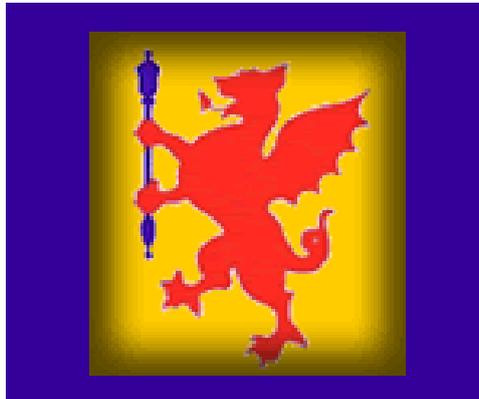


# ILCHESTER COMMUNITY PRIMARY SCHOOL



## Behaviour Policy

Review Date	Signature	Designation
October 2017		Headteacher
March 2019		

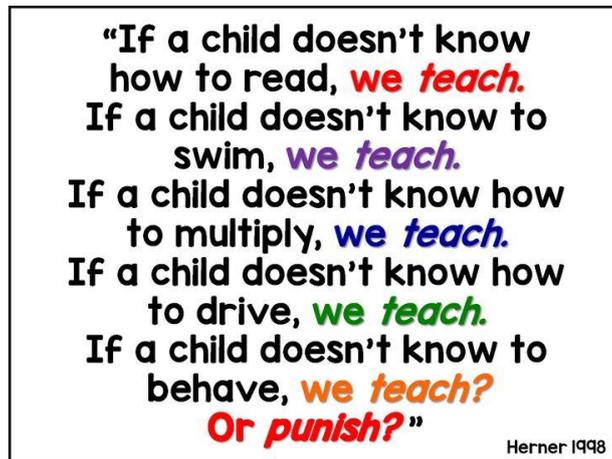
**This policy has been written in consultation with pupils, governors and staff.**

## **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 and Secrets of Success.

It is imperative that we recognise the need to teach children how to behave rather than expecting them to have already developed this understanding.



In line with current neurological and educational research (Dr Andrew Curran) we understand and value the importance of relationships and empathy in developing an optimum state for learning.

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:**

- **We are respectful to one another**
- **We respect our school and the environment**
- **We respect our own and others property**
- **We respect everybody's right to learn**
- **We are respectful of people's differences**

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 (Rewards and Praise Char-Appendix 1)**

Three types of reward are regularly used:

- praise;
- sharing achievement with others;
- being given responsibility;

## **Sanctions (Sanctions and Consequences chart-Appendix 2)**

Well planned and resourced lessons that ensure the engagement of pupils will minimise the potential for low level/disruptive behaviour. We strongly believe that the most effective tool is to recognise and reward positive and acceptable behaviour. Distraction and diversion are strategies that should be used prior to the implementation of any sanction.

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.

Under no circumstances must staff put themselves in reach of a child who is displaying physically aggressive behaviour.

*The following is a list of possible negative behaviours, the consequences and staff/parents who should be involved.*

*It is the teacher's responsibility to ensure parents are informed where necessary.*

*It is the teacher's responsibility to ensure that any children in their class who miss their play/lunch time are supervised by an adult.*

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.

### **Exclusions**

Exclusion is used only in the most exceptional and extreme circumstances and in line with DFE guidelines (link below) and taking in account the Human Rights Act (Appendix 3).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Governors and Somerset LEA are always involved and DFE 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.

***"The children who need the most love, ask for it in the most unloving of ways." (Russel Barkley)***

### **Recording Procedures**

#### **Green Folders**

Any incidence in the school building or on the playground must be recorded in the Green Folder. These will be monitored termly by a member of the SLT. The total recorded number of incidents will be reported to Governors and SLT. This will inform the

effectiveness of rewards, policies and procedures in the school. This is an effective tool for reflecting on and understanding the reason for the behaviour and how to adapt provision and support in order for it not to occur again.

### **ABCC Charts**

Where necessary, incidents involving children with ABCC charts must be recorded on the ABCC chart and in the Green Folder. These too will be monitored by the SLT and SENCO.

**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 measured by: staff surveys, pupil conferencing and parental questionnaires.
- How effective have the new rewards and sanctions charts been?

# 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).

## Rewards and Praise Chart

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Following school Rules</b>	<b>Acts of politeness and kindness</b>	<b>Extended effort</b>	<b>Representing school positively (both within school and the wider community)</b>	<b>Positive impact on peers and school</b>
<b>Actions</b>	<b>Actions</b>	<b>Actions</b>	<b>Actions</b>	<b>Actions</b>
For example: <ul style="list-style-type: none"> <li>• Listening respectfully to others</li> <li>• Looking after school and own property</li> <li>• Sharing with others</li> <li>• Completing the tasks given without question</li> <li>• Sitting well during class input sessions</li> <li>• Moving sensibly around school</li> <li>• Being Truthful</li> <li>• Completion of homework</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Using manners without being prompted</li> <li>• Helping a member of staff/another child with a task</li> <li>• Holding open the doors for others</li> <li>• Picking up litter</li> <li>• Praising others for their efforts</li> <li>• Being a good friend</li> <li>• Upholding the school rules</li> <li>• Good table manners</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Producing a quality piece of work that shows thought and effort</li> <li>• Leading a playtime game/initiative</li> <li>• Consistent excellent behavior which positively impacts on others</li> <li>• Showing an increased improvement in either work/behaviour</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Participation in sporting/arts events</li> <li>• Attendance at coffee mornings</li> <li>• Helping at FIS events</li> <li>• Demonstrating impeccable behavior both inside and outside school at ALL times</li> <li>• High standard of work at ALL times</li> </ul>	For example: <ul style="list-style-type: none"> <li>• A child that demonstrates a mature understanding of both their rights and their responsibilities as a member of both the school and Ilchester community</li> </ul>
<b>Praise/Rewards</b>	<b>Praise/Rewards</b>	<b>Praise/Rewards</b>	<b>Praise/Rewards</b>	<b>Praise/Rewards</b>
<ul style="list-style-type: none"> <li>• Smile/thumbs up from member of staff</li> <li>• Verbal acknowledgment</li> <li>• Recognition within the class ('Look at x he is listening well to his partner')</li> <li>• 1-2 house points awarded</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1+</li> <li>• Sticker awarded</li> <li>• Green Card awarded</li> <li>• A note from the teacher home</li> <li>• An increment of recreation time rewarded</li> <li>• Visits to another class to show work and receive praise</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1-2 +</li> <li>• Knights of success stickers awarded (working towards Knight of Success certificates)</li> <li>• Nominated for a certificate in achievement assembly</li> <li>• An increment of recreation time awarded</li> <li>• Head teachers stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1, 2 and 3 +</li> <li>• Being awarded wider responsibilities i.e. House captains, vice captains, sports captains, librarians, school council members</li> <li>• A letter home from the Head/Deputy</li> </ul>	<ul style="list-style-type: none"> <li>• Self-fulfillment</li> <li>• Pride</li> <li>• National awards</li> </ul>

Appendix : Behaviours and Consequences Chart

This chart applies to all children unless they have their own behaviour support plan (BSP). A BSP will be written by the SENCO in conjunction with the class teacher. This will be shared with all staff in the relevant department.

## Behaviours and Consequences Chart

Level 1	Level 2	Level 3	Level 4	Level 5
Low Level Disruption	Disrespect of People or Property	Malicious Behaviour & Refusals	Anti-Social Behaviour	Aggressive, Violent & Threatening Behaviour
Actions	Actions	Actions	Actions	Actions
<p>For example:</p> <ul style="list-style-type: none"> <li>• Interrupting the lesson</li> <li>• Not on task and wasting time</li> <li>• Talking whilst the teacher is talking</li> <li>• Distracting other children</li> <li>• Making irritating noises, gestures or actions</li> <li>• Unsafe movement around the classroom / school</li> <li>• Dropping litter / food</li> <li>• Not allowing children to join in games</li> <li>• Interfering with another person's property</li> <li>• Continuing to play after the "Come In" sign is shown</li> <li>• Not lining up properly</li> <li>• Being inside school at break times without permission</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Persistent stage 1 behaviour</li> <li>• Talking in assembly</li> <li>• Not accepting instruction / deliberately not completing task set</li> <li>• Minor deliberate damage to another child's or school property</li> <li>• Disrespectful dialogue about another child or adult</li> <li>• Swearing in a non-aggressive way</li> <li>• Making fun of another child / deliberately winding them up</li> <li>• Misuse of classroom equipment</li> <li>• Throwing or flicking objects in the classroom</li> <li>• Misuse of toilets or wash areas</li> <li>• Lying</li> <li>• Play fighting</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Persistent stage 2 behaviour</li> <li>• Refusal to follow instructions (after a warning)</li> <li>• Malicious poking, prodding</li> <li>• Spreading hurtful rumours about another child</li> <li>• Lying to get another person in trouble</li> <li>• Disrespectful language to another child or adult</li> <li>• Verbal threats of violence</li> <li>• Deliberately targeting another child</li> <li>• Leaving the learning environment without permission</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Persistent stage 3 behaviour</li> <li>• Verbal abuse</li> <li>• Significant, deliberate damage to another child's or school property</li> <li>• Stealing</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Persistent stage 4 behaviour</li> <li>• Physical violence</li> <li>• Leaving the school premises without permission</li> <li>• Vandalism</li> <li>• Throwing furniture</li> <li>• Deliberately throwing stones or other objects at another person or property</li> <li>• Aggressively swearing at another person</li> <li>• Actions which affect the health and safety, welfare and learning of members of the school community</li> </ul>
Consequences	Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> <li>• A quiet warning</li> <li>• A reminder of the school rules</li> <li>• Move places within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Follow level 1 +</li> <li>• Time out in a parallel class (same/similar year group)</li> <li>• Miss 5-10 minutes of playtime (with class teacher)</li> <li>• An apology letter/picture/card</li> <li>• Removal of an increment of recreation time</li> </ul> <p style="text-align: center;"><b>RECORD IN GREEN BEHAVIOUR FILE</b></p>	<ul style="list-style-type: none"> <li>• Follow level 1 and 2 +</li> <li>• Miss all Playtime (with class/parallel teacher)</li> <li>• Lunchtime exclusion (eating alone with SLT)</li> <li>• Loss of privilege (Recreation time/Club/Trip)</li> <li>• Class teacher makes a phone call to parents</li> </ul> <p style="text-align: center;"><b>RECORD IN GREEN BEHAVIOUR FILE</b></p>	<ul style="list-style-type: none"> <li>• Follow 1, 2 and 3 +</li> <li>• Involvement of SLT</li> <li>• Member of SLT to contact parents directly</li> </ul> <p style="text-align: center;"><b>RECORD IN GREEN BEHAVIOUR FILE</b></p>	<ul style="list-style-type: none"> <li>• Formal meeting between SLT and parents (recorded)</li> <li>• Team teach</li> <li>• Removal from the classroom</li> <li>• Individual behaviour support plan written alongside SENCO</li> <li>• Fixed term exclusion</li> </ul>

