



Behaviour Policy

Introduction

This Behaviour Policy seeks to promote good relationships so that we can work together to create a respectful and caring environment where learners can feel safe, happy and flourish, and all members of the school can work together in a supportive way.

As a school we aim to:

- Promote our values of respect, responsibility, equality, resilience and challenge to enable every member of the school community to feel valued and respected
- Help children to recognise their own value and enhance their self esteem
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all pupils can grow academically, socially and emotionally with mutual respect of each other, belongings and the school environment
- Work closely with parents and the wider school community to fulfil the aims of the school.

Our aims, we believe, are achieved when:

- Clear and consistent expectations and routines are established and all children and adults are treated with respect
- A productive and calm school atmosphere is created which is consistent and in which pupils are able to reach their full potential
- Pupils are taught to and can make responsible behaviour choices
- Pupils are provided with good role models
- There is a shared understanding that consequences are a natural outcome of poor/inappropriate behaviour choices, and are applied within the school in a calm and considerate manner.

Positive Reinforcement

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement.

Consistent use of positive reinforcement is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Teach children how to follow the school rules and values
- Reduce the number of poor behaviour choices
- Promote a model for good behaviour and relationships
- Establish consistent routines

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing/taking responsibility for their own positive behaviour
- Classroom recognition boards
- House points/ tokens
- Special mention in assembly
- Certificates
- Positive messages being sent home
- Rewards such as stickers, marbles/ shells in the jar, class points, star charts and star of the day certificates.

Praise

As a school we acknowledge that praise is one of the most effective means of positive recognition. Praise can be used to recognise appropriate behaviour, to provide positive reinforcement for good behaviour and to prompt pupils who are choosing to misbehave, to modify their behaviour. Effective use of praise highlights good behaviour and teaches pupils that they receive attention through good behaviour choices.

School Rules

Class routines and expectations are agreed between pupils and staff at the beginning of each academic year and regularly reinforced. Class routines adhere to our school rules:

- Be ready
- Show respect
- Make safe choices

Consequences

When children choose not to follow the rules, staff are expected to deal with them in a calm and consistent manner. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on the child.

Furthermore, we believe that the child themselves should always be positively acknowledged; it is their behaviour choices that are inappropriate.

Consequences should be seen as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from the inappropriate behaviour choice.

Consequences may include:

Verbal reminders
Time out in the classroom
Loss of playtime to finish learning
Loss of lunchtime play
Speak to a Senior Teacher/ Headteacher

Visual reminders (cards)
Time out in another classroom
Time out on the playground
Parents contacted

If a child loses several playtimes or lunchtime play sessions, their parents will be informed.

Individualised approach

Some children may need an individualised approach and some adjustments to help them to manage their behaviour. The child (age appropriate) will be involved in creating this individualised approach to ensure the expectations and consequences are clear.

Serious Acts of Misbehaviour

In cases of serious misbehaviour, the pupil would not receive a warning but would jump to an appropriate stage as outlined below.

Examples of serious acts of misbehaviour include fighting, vandalism, inappropriately defying a member of staff, bullying, inappropriate challenge, threat of violence towards another pupil or adult, intimidation, violence or disrupting the class from functioning.

Persistent Poor Behaviour

If a child persists in making poor behaviour choices or is involved in a serious act of misbehaviour, there are a variety of options that may be taken:

- A behaviour monitoring sheet may be issued
- An internal exclusion when a child will spend some time working and/ or playing away from their class
- A fixed term suspension from school
- A permanent exclusion from school.

The decision to suspend/ exclude a child is not taken lightly. Every effort will be made to teach the children how to follow our rules, to reinforce positive choices for the child; school staff are committed to inclusion. However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

It is important that teachers and pupils begin each day with the highest of expectations. Each pupil will have a new start each day.

Lunchtime Supervision

Children are expected to follow the school rules during each part of the school day to show respect to adults and children in school. Staff will work together to support children and teach them how to follow the school rules throughout lunchtime.

Praise and behaviour stickers will be given to reinforce good behaviour. Lunchtime supervisors will report unacceptable behaviour to either the class teacher, a member of the pastoral team or a senior member of staff at the end of the lunchtime period.

All lunchtime incidents will be dealt with appropriately by lunchtime supervisors including using:

- Quiet verbal reminders (children to be reminded of the school rules and reminded to make the correct choice)
- Time out
- Taking the child/ children to discuss their behaviour choices with a senior member of staff.

Like all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through positive praise and encouragement.

Play equipment may be provided at lunchtimes and the appropriate use of this equipment should be modelled to the children by lunchtime staff.

Break time Supervision and Out of Class Behaviour

Children should be supervised into and out of the classroom before school, at breaktime, at lunchtime and at the end of the school day.

Children will be taught and reminded of how to move around, enter and leave the school building in a safe and sensible manner.

During morning and afternoon playtimes teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependant on weather conditions.

If children are kept in at breaktime or lunchtimes, an adult will remain with the child/ children. No child will be left unsupervised.

School Visits and Out of School Activities

These activities will be beneficial and enjoyed by all children and the school rules will be reinforced to children prior to leaving the school site:

- Be ready
- Show respect
- Make safe choices

An additional risk assessment will be carried out should any child whose behaviour whilst at school or on previous visits, gives cause for concern.

September 2022
October 2023
November 2024