



Behaviour Policy

Document Approval Record

Committee	Teaching and Learning
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Chair of Committee	Ryan Bradley
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Annual? Y

Stoke Row C. E. School
Behaviour Policy

These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

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1 Aims

- To set a framework for positive pupil behaviour.
- To develop self-discipline and acceptable standards of behaviour in every aspect of education and life at school.
- To create an environment where children feel happy, secure and able to share their concerns; where they will develop a sense of community with shared values and responsibilities and where they are able to work hard, progressing with their learning.
- To recognise that we have ultimate responsibility to work in partnership with parents to promote good behaviour and tackle bad behaviour, to build self-esteem and confidence.
- To have relationships of mutual respect and trust between parents, children and all school staff regardless of gender, race and religion.
- To teach, by example, behaviour that is considerate, fair and polite.
- To teach the children about responsibility for their own decisions and actions so that they learn to accept the consequences which may result from their actions and understand the reasons why.
- To teach the children respect for the property of others including school property and that of their friends.
- To enable the children to work sensibly on tasks with other children in the classroom, talking quietly, sharing and valuing the contribution of others.
- To teach children to behave sensibly when moving around the school at lunchtimes and break times, taking good care of the school environment and doing what is asked by any adult in school.
- To identify children who have behavioural problems and initiate special needs procedures.
- To encourage the children to take responsibility for their organisation in line with their stage of development.

2 Objectives

The objectives of the school are to:

- Encourage the development of self-discipline within the standards set by - and acceptable to - society.
- Encourage the pupils to treat other people, whatever their age or position, and their property, with respect, politeness and care.
- Ensure the best possible environment for school work and learning.
- Provide firm and constructive ways of dealing with pupils who behave in a disruptive manner.
- Encourage discussion with parents about problems that are serious, or recurring.

3 Responsibility

- Teachers are responsible for maintaining a high standard of pupil behaviour. The Governors expect all staff, whether teachers or non-teaching staff, to support and develop these objectives.
- The Governors expect the Headteacher to convene a Case Conference if a pupil is excluded for more than five days or on the equivalent number of occasions in one term, or to convene a Case Discussion when there is grave concern about a pupil's education and behaviour

- Case conferences and Discussion should be chaired by an experienced Governor and whenever possible, another Governor should be present
- In case of appeal against the decision of a Case Conference, an Appeal Committee of at least three different Governors should hear the appeal
- As from September 2007 the school is required to provide full time education from the sixth day onwards of any exclusion lasting six days or longer.

4 Physical Intervention

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.

All staff are responsible for behaviour management issues. They should be supported in acquiring the skills to provide guidance to other staff and to access expert advice if ordinary methods are not effective with a particular child.

5 Strategies

5.1 For Children

- Make sure the children know the school rules and clearly understand their purpose. At the beginning of each school year these will be reviewed and children will be involved in the drawing up of class rules. Ensure children have an awareness of consequences of minor and major misdemeanours.

5.2 For Parents

- Support the school, signing and adhering to the Home School Agreement.
- Keep the school informed of any changes in home circumstances that may affect their child's behaviour.

5.3 For Teachers

- Hold positive expectations of children's attainment, achievement and behaviour.
- Make clear expectations of behaviour in the classroom and explain why they are necessary, providing information to all relevant members of staff.
- Be consistent in the expectations of the children's behaviour.
- Publicly acknowledge praiseworthy behaviour.
- Keep parents informed about praiseworthy behaviour as well as poor behaviour.
- All supervisory staff should be alert to potentially troublesome situations and calmly intervene to defuse potential trouble, following the behaviour policy procedures.
- Ensure that criticism is of behaviour and not of the child.
- Avoid public reprimands and sarcasm, which are humiliating for the child.
- In cases of dispute, listen to all accounts of the children involved. If accounts of the events disagree, allow a few minutes' time for the children to consider what happened and why. This is usually sufficient time. Ask

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witnesses for their version. Children need to know that if no result is achieved, the supervising adult is a fair arbiter.

- Match the curriculum to individual needs. Ensure equality of opportunity. Build self-esteem and confidence through positive social interaction. Value children's work and ideas through display and sharing with others in a variety of ways. Value and encourage children's individual strengths and support those with special educational needs. Acknowledge individual effort and contribution.
- Classroom furniture should be positioned to prevent running or congestion.
- There should be space to allow easy passage about the room.
- Develop areas to allow for quiet, small group/pair work with quiet conversation.
- Materials should be easily available at all times and their whereabouts known to the children and supporting adults.
- Ensure children feel secure and know what is expected of them.
- Use PSHE circle time to address problems resulting from inappropriate and uncaring behaviour.
- Calmness in the classroom should be encouraged by the example of adults in the room speaking quietly as a rule. Any increase in volume should be used as a deliberate (and infrequent) strategy to attract the children's attention.

APPENDIX A: Behaviour Management System

A.1 School Rules

- We will take care of each other and respect each other's' feelings.
- We will be polite to adults and each other.
- We will listen carefully to everyone and not interrupt when someone else is speaking.
- We will look after our books and everything that we use in school.
- We will walk quietly around school.
- We will help to keep our school clean and tidy.

A.2 Rewards

- House points are given to reward children for exceptional individual academic work or exceptional good behaviour.
- Each time a house point is given it will be recorded by the bestowing teacher on the child's individual record of achievement.
- Each time a certain number of house points have been earned, they will be awarded the following in celebration assembly and the headteacher will send home a sticker of recognition:
 - 10 House Points = Bronze Certificate
 - 20 House Points = Silver Certificate
 - 30 House Points = Gold Certificate
- Children can also be rewarded individually in class for their behaviour or good work by having their name put on the 'golden elephant'. This will be used more for day-to-day good work or class contributions. Teachers will also have their own personalised systems in class for areas of learning they may be focusing on, such as stickers for handwriting.
- At the end of the term, the house with the most house points will have a non-uniform day.
- "Star of the Week" is given out each week in every class for good work / behaviour / all-round being a star! The child will receive a certificate and in each class may be rewarded in a special way.
- The children will also be rewarded as a whole class for their behaviour / attitude to work. Each class will have a marble jar and will be given marbles for good behaviour, although these can also be taken away in the event of poor behaviour:
 - 10 marbles = 5 minutes extra playtime one day
 - 20 marbles = 10 minutes extra playtime
 - 30 marbles = a class reward of their choice

This system starts again from scratch each term. Once the children have received the 10 marbles reward it cannot be repeated. For example, achieving ten marbles, losing two and subsequently regaining them would not result in a further playtime extension. In some classes, the marbles will be gems linked to our school values. We estimate the class should on average reach 30 marbles by the end of each short term.

- In KS1 the class follows the same system but the marbles are divided

A.3 Sanctions (Termly)

A.3.1 First level consequences

a) In the classroom

- All children, other than Foundation Stage children, will begin the day with their names on the 'green'. If a child misbehaves in class their name will be moved to the 'yellow' and if they do it again their name will be moved to the 'red'. If the child is on the 'red' they will miss ten minutes of their next break, which may be morning break the following day.
- If the child is missing their break they will be sent to sit in the office at the front of school. The fact they are missing their break will be recorded in a book by their class teacher, or by the day's first aider if the teacher is on break duty.
- The child will complete a form reflecting on their behaviour and considering ways in which to improve it.
- In Foundation Stage, the children will not stay in at playtimes but will receive an instant sanction in the classroom. They will receive a verbal warning followed by being moved to the raincloud and then thunderstorm. If on the thunderstorm they will have 5 minutes 'thunder thinking time' on the carpet. They will complete the behaviour record and be moved back to the raincloud. Children will be placed on the Rainbow for showing outstanding behaviour.

b) Playtimes

- If a child has been unkind to another child or behaved unacceptably in the playground they will also be told to miss one or more playtimes. They will complete a form asking them to reflect on their behaviour and they will also be asked to write an apology note to the child or adult towards whom they behaved inappropriately.

c) Lunchtimes

- The following rules will be adhered to at lunchtimes and will be displayed in River and Ocean classrooms. High expectations of the children's behaviour will be the same at lunchtimes. Positive behaviour management will be used by all members of staff to reinforce this.

1. Wash your hands before eating.
2. Line up quietly and talk quietly to your friends.
3. Show respect to the lunchtime staff.
4. Leave the chairs and tables where they are set out.
5. Tidy up any mess you make at the end of lunch.
6. Always eat with your mouth closed.
7. Only eat your own food.
8. Walk slowly, watching out for others.
9. Wait until you are allowed to go out to play.
10. Ask if you would like to go to the toilet.

d) Organisation expectations

- PE kit

If a child forgets their PE kit the child will be made to do PE in their school uniform. In KS2 they will also miss 5 minutes of play time

when they will do a small task such as sharpening pencils.

- Reading in Ocean Class

In order to prepare the children for secondary school they will need to record their reading five times per week and complete their comprehension. If they fail to do this they will miss five minutes of their playtime and use this time to complete school work.

Reasons for 5 minutes against the wall

- Dropping rubbish
- Name calling (one off incidences)
- Playing too rough
- Pestering people and not stopping when others ask
- Not doing what is asked by an adult the first time

Reasons for being sent straight in

- Physically hurting someone else on purpose
- Swearing
- Being rude to an adult
- Breaking or trying to break equipment

A.3.2 Second level consequences

- The behaviour book will be checked at the end of each week by the Headteacher.
 - If a child's name appears in the book six times in a term or the child is involved in a behaviour incident (defined below), the child's parents will be asked to come into school to discuss their child's behaviour with the class teacher.
- Through discussions with the class teacher, an individual behaviour plan will be devised for the child and agreed between both school and home to monitor behaviour very closely.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour; e.g. the ABC (Antecedent, Behaviour and Consequences) approach to behaviour patterns, timetable based monitoring.
- If a child consistently behaves inappropriately in class, they will not be asked to represent the school in external school events, such as sporting competitions, until their behaviour improves.

A.3.3 Third level consequences

- If the child's behaviour does not improve, the child and parents will be asked to meet with the Headteacher and external agencies may be involved.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head and SENCo may set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers, TAs and any external professionals involved with the child.
- In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.

A.4 Definition

A behaviour incident is deemed in our school to be disobedience or inappropriate behaviour or including:

- a) **Physical Aggression**
Hurting or harming any other member of our school or threatening to do so.
- b) **Verbal Aggression**
Verbal rudeness, aggression or swearing to any other member of our school.
- c) **Racism**
Verbal reference to race made through ignorance or aggression that is perceived by the victim to be due to their race. Physical aggression towards any member of our school that is perceived by the victim to be due to their race.

A.5 Behaviour Report

See the forms below for Foundation, KS1 and KS2.


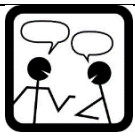
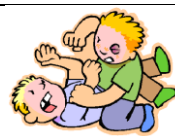






BUBBLE AND RAINDROP BEHAVIOUR SHEET




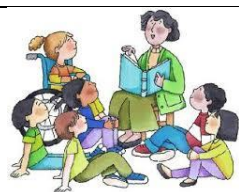




Name _____ Class _____

What have you done to be on the thunderstorm or have 3 ticks on the board?

'Shine like Stars'

 <p>Being silly in class (Distracting others)</p>	 <p>Talking (Disrespectful Behaviour)</p>	 <p>Fighting (Hurting)</p>
 <p>Wasting learning time (Hurting / Disrespectful Behaviour)</p>	 <p>Bullying</p>	 <p>Not looking after things (Disrespecting Property)</p>
 <p>Hurting someone (Hurting)</p>	 <p>Shouting or shouting out (Interrupting the teacher)</p>	 <p>Swearing</p>

What are you going to do to improve your behaviour?

 <p>Be a good friend</p>	 <p>Good listening</p>	 <p>hand up</p>
 <p>Take care of things</p>	 <p>Work hard</p>	 <p>Sensible in class</p>

Signature (pupil) _____ Date _____

RIVER AND OCEAN BEHAVIOUR SHEET



'Shine like Stars'

Name _____ Class _____

What have you done to have 3 ticks on the board or be sent in from playtime?

Reason	Tick
Being physical	
Chatting	
Distracting Others	
Interrupting the teacher	
Disrespectful behaviour	
Swearing	
Bullying	
Wasting my learning time	
Disrespecting property	

Explain in detail:

What are you going to do to improve your behaviour?

Signature (pupil) _____ **Date** _____