



Behaviour Policy

September 2019

Lead person: Shelley Desborough

Adopted by Governors: Autumn 2019

Date of revision: **Annually Autumn 2020**

Positive Behaviour: Supporting a safe and effective learning environment

Our positive behaviour policy has been developed by staff, children and governors, to help create a caring and happy ethos in the school, which is in line with our anti-bullying policy.

Our aims are to:

- ensure that children are safe.
- encourage children to enjoy their school life.
- give children opportunities to develop their strengths in a stimulating and caring environment.
- have a consistent and effective rewards and sanctions system.
- have a direct approach which focuses on the active role children take in problem solving and improving their behaviour.

The role of parents, the school and the community

We request that parents:

- are models for their child's behaviour.
- will support the school and advise us of any factors which may influence their child's behaviour.
- work with school to promote positive behaviour and resolve any difficulties.
- are involved in the setting and reviewing of any targets related to the behaviour of their children.

The school will:

- share behaviour expectations with children, parents and the community.
- have clear and consistent procedures .
- encourage positive behaviour and resolve any difficulties.
- involve parents, outside agencies and the wider community as appropriate

Please refer to our positive reward and sanction grids, attached, for more details.

Golden Rules:

Our Golden Rules are promoted across the school:

We are gentle	We are honest	We are kind and helpful
We try our best	We listen	We look after property

If a child has an 'individual behaviour plan' bespoke actions and recommendations will be followed.

We operate an open door policy.

Positive Reward Grid

Step 1

Action	Reward	Personnel
Following the Golden Rules	Teacher's individual rewards including: Praise Stickers Marbles Class Points Dojo Points	Given by any adult

Step 2

Consistently following the Golden Rules Producing exceptional work Displaying exceptional behaviour Showing an understanding of others Good team work	Head Teacher's Star	Given by any adult
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Step 3

Being awarded three stars	Head Teacher's Certificate	Given by an adult Sent to the Head Teacher Celebrated in assembly
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Step 4

One off outstanding effort / achievement (Champion Child)	Golden certificate and badge presented at the end of term	An adult sends a child directly to the Head Teacher, immediate recognition given
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Sanctions Grid

Step 1

Behaviour	Action to be taken
<p>Low level disruptive behaviours e.g: Inappropriate calling out Rocking on chair Inappropriate talking Fiddling Distracting others Low level disruptive behaviour Not listening to instructions Running in school Throwing small objects (rubbers, pencils, rulers...)</p>	<p style="text-align: center;"><u>KS2</u></p> <p>Refer to positive behaviour systems – 2 warnings (name and name underlined) or, then loss of golden time (LKS2) / Break (UKS2) or if during lunch 'time out' and complete reflection sheet</p> <p style="text-align: center;"><u>F/S and KS1</u></p> <p>2 Warnings (cloud and thunder cloud) Then loss of golden time</p>

Step 2

Behaviour	Action to be taken
<p>Behaviour which is directed at others e.g: Answering back Spitting Hitting Peers Offensive or derogatory name calling Lying Damage to others property Swearing</p>	<p>Sent to another member of the team and loss of golden time (LKS2) or break (UKS2) or if at lunch 'time out'</p> <p style="text-align: center;">Reflection sheet filled in ABC sheet filled in</p> <p>If repeated within 5 working days refer to step 3 and parents informed</p>

Step 3

Behaviour	Action to be taken
<p>Behaviour that shows complete disrespect e.g: Walking out of the classroom without permission Walking away when an adult is speaking Throwing with intent to hurt others Refusal to comply Persistent lying</p>	<p>Sent to Assistant Head ABC to be filled in by personnel involved in incident – given to AHT Loss of Golden Time (LKS2) and break (UKS2), plus possible lunch restrictions and/or internal restrictions Reflection sheet filled in Parents / Guardians informed by letter If repeated in the same week, refer to step 4</p>

Step 4

Behaviour	Action to be taken
<p>Purposeful /vindictive behaviours e.g: Racism Bullying Violence / verbal threats to an adult Swearing at an adult Stealing Damage to school property Persistent violation of the school rules Unprovoked attack on peers</p>	<p>Sent to the Head Teacher ABC filled in by personnel involved in incident – given to HT</p> <p>A white card will be given Each case will be reviewed individually</p>

Step 5

Behaviour	Action to be taken
<p>Repetitive severe behaviours Two white cards been given in 2 weeks</p>	<p>More severe sanctions Meeting with parents Fixed term exclusions will be used where appropriate at the Head teacher's discretion</p>

If a child has an IBP, they may have an individualised behaviour grid, which needs to be followed. On the rare occasion that a child does not complete enough work that they are capable of, they may miss a few minutes of break to make up for loss of learning time, however, children are never to be kept back after school.