

Parrett and Axe CE, VA Primary School

Behaviour Policy

Our revised Behaviour Policy has been drawn up with reference to January 2016 **Behaviour and discipline in schools Advice for head teachers and school staff** from the Department for Education, the July 2013 DfE advice on **Use of Reasonable**

Force and the DfE publication "Getting the simple things right::**Charlie Taylor's behaviour checklist**". It acknowledges our legal duties under the Equality Act 2010, in respect of Safeguarding and SEN pupils. It is based around the ten key aspects of a good school that contribute to improving and maintaining the quality of pupil behaviour.

1. A Consistent Approach to Behaviour Management

This underpins effective teaching and learning throughout the school. Staff, pupils and parents are all clear about the high standards of behaviour expected of all pupils at all times. As a **Rights Respecting School** we promote good behaviour through high expectations, clear policies and a positive ethos which encourages mutual respect between pupils, and between staff and pupils. As our children know that the whole staff team will follow the behaviour policy and specific classroom routines, they feel safe, motivated to learn and they behave appropriately in the vast majority of cases.

2. Strong School Leadership

The head teacher and the governing body ensure that the behaviour policy is strong enough to support the staff team in managing behaviour across the school. Our policy promotes good behaviour, self-discipline and respect and aims to prevent bullying and to ensure a good standard of teaching and learning across the school. There is a separately reviewed Anti Bullying Policy attached to this policy.

The head teacher regularly visits the lunch hall and the playground and is a visible presence at the start and end of the school day. He regularly checks that pupils come in from the playground and move around the school in an orderly fashion.

This policy applies at any time the pupils are in school or when they are out of school, under the supervision of a paid member of staff, for example on educational visits. The head teacher is able to extend the use of this policy to specific adult volunteers, for example, on an educational visit. The policy may also be applied for misbehaviour outside of school for example:

- Representing the school in a sporting or other activity
- Travelling to and from school on official transport-refer to separate policy

- Walking to and from school in school uniform

3. Classroom Management

We observe individual children to discover and fully understand when and why challenging behaviour occurs and what the potential triggers may be. All adults in each classroom know to respond calmly to any incidents of poor behaviour. All adults are encouraged to praise children doing the right thing more than criticising those who are doing the wrong thing.

4. Rewards and Sanctions

We have in place a range of rewards to reinforce and praise good behaviour and clear sanctions for children who do not behave appropriately. Both rewards and sanctions may vary according to the age of the children and any special considerations relevant to the individuals concerned. -refer to Corfe and Chesil Appendix.

Rewards can take many forms but the most important thing is that they are applied appropriately, consistently and fairly. Examples used in our school include

- Stickers
- Reward Charts
- Displays of Excellent Work
- Special responsibilities
- Head Teacher and Student of the Week Certificates
- Public Celebrations including our weekly Celebration Worship
- Verbal praise or special letters sent to parents

When poor behaviour is observed, sanctions will be applied consistently and fairly as outlined below:

- A clear verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges, for example, the loss of a school based responsibility
- Missing break time or lunch time
- Being placed “ on report” with a behaviour target card
- In extreme cases, the use of temporary or permanent exclusion

5. Behaviour Strategies and The Teaching of Good Behaviour We firmly believe that one of the most important ways that children learn how to respect their peers and adults in school is by observing how the

adults in school treat each other and the children in their care with respect

6. Staff Development and Support

We work closely as a staff team and communicate professionally about children’s individual needs

7. Pupil Support Systems

We strive to offer a broad and balanced curriculum that will engage all of our children. We try to discuss children's difficult emotions like anger with them and we always acknowledge the individual needs of each child. We always encourage children to talk about their behaviour, both appropriate and inappropriate. We make individuals fully aware of the consequences of their inappropriate behaviour, both for them personally and for others who are affected negatively.

We have a fully trained E.L.S.A. who works with individuals on a structured programme to support them with strategies to improve their self-awareness, self-esteem and consequently their learning.

The school uses trained Year 6 Peer Mediators at break time and lunch time to attempt to resolve minor disagreements between pupils. If necessary, they will pass the matter on to the relevant paid members of staff who will follow this agreed Behaviour Policy.

8. Liaison with Parents and Other Agencies

We work closely with all parents. We listen to them and we give them feedback about their child's behaviour, letting them know about good days as well as bad ones through link books and other forms of communication. We work closely with colleagues from other agencies in the best interests of individual children with the consent of parents.

Individual Education Plans (I.E.P.s) including behaviour related targets are drawn up for the start of each academic year, reviewed mid-year, and shared directly with parents as well as the staff team.

The standard of behaviour expected of all pupils is included in our Home School Agreement which all parents are requested to sign following their child's admission to our school.

9. Managing Pupil Transition

We pay particular attention to transition periods in our school, as they enter the Foundation Stage, as they move onto new classes and ability groups and as they prepare to move on to Key Stage 3.

10. Organisation and Facilities

Disruptive pupils can very occasionally be moved into Purple Room under supervision so that they are away from other pupils for a limited period only.

Corfe and Chesil Behaviour Policy

In Corfe and Chesil we believe that children learn best when their personal, social and emotional needs are met and when there are clear developmentally appropriate expectations for their behaviour.

Aims

- To encourage a consistent behaviour policy that is upheld and supported by all staff, pupils and parents
- To provide an environment where all members of staff help to model and scaffold positive behaviour
- To make clear to children the kinds of behaviour that are acceptable and unacceptable in school
- To help to teach children about the need for behaving in acceptable ways and to understand the needs and rights of others
- To provide a range of rewards to encourage good behaviour
- To make clear to children the consequences and sanctions that will follow bad behaviour

We will uphold these aims by

- Making sure that this policy is made available to all members of staff and parents in Corfe and Chesil
- Creating a positive and caring environment where good role-modelling and positive attitudes from all members of staff create an atmosphere where teaching and learning can take place
- Each class will make a Class Charter together at the beginning of each academic year. This will be used as a working document and can be added to by children, teachers or parents where appropriate throughout the year
- Through our Rights Respecting work children will become involved with lots of role-play and engaging activities that highlight the rights everyone has as well as the responsibilities that underpin these

Rewards

- Verbal and written praise will be used as often as possible
- Stickers will be used as an incentive – In some instances a whole class or individual sticker charts may be used
- Head teacher stickers may be awarded for making good choices
- Student of the week awards may be linked to positive behaviour choices
- Golden time may be awarded where special or free choice activities are arranged
- Reward Rockets may be used with whole class half-termly rewards

Sanctions

In Corfe and Chesil we believe that praise and rewards have an extremely positive impact on good behaviour, however, in some cases sanctions are required. All incidents of bad behaviour are dealt with by staff in a caring, supportive and fair manner. Children are made aware that they are responsible for their own actions and that not following the class charter will have a consequence. As a major part of the learning process with regards to social development we also make sure that we discuss with children what they could do and how they could behave differently if the problem they encountered were to happen again, emphasising the different outcome.

Traffic Light System

This is used in Chesil.

All children start in Green. After two warnings about “low level disruption” or after one warning for a more serious behaviour issue, a child will move into Orange which may mean the withdrawal of 5 minutes playtime or Golden Time if the child cannot clearly show an improvement in their behaviour at that time. If the “poor behaviour” continues the child will move into Red which means the removal of up to 10 minutes playtime.

In Corfe some children may need “thinking time” which will be used immediately to maximise the impact on future playing and learning.

If these sanctions do not result in improved behaviour the class teacher and head teacher may meet to put a behaviour plan in place which will be shared with parents.

Serious cases of bad behaviour which are damaging to the learning or well-being of others will be reported to the head teacher who will log them in the central Behaviour Files in his office.

This policy will be reviewed in April 2019