



BEHAVIOUR POLICY

PRINCIPLE

We recognise the importance of providing a safe, happy, secure environment in which learning can take place. Good discipline depends upon partnership. It starts in the home and continues in school. We expect adults to act as good role models. We value children's academic and positive behaviour.

AIM

- To provide a consistent code of conduct that is fair and understood by all children.
- To prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision-making.
- To value everyone equally enabling them to become independent and confident members of the community.
- To raise children's self esteem.

RESPONSIBLE: Pauline Dukes

DATE AGREED BY GOVERNING BODY: Spring Term 2002

REVIEW DATE: Every 2 years
LAST REVIEW DATE: September 2007

OBJECTIVES

- A clear set of school rules.
- Continuous positive feedback when children are successful in keeping the rules.
- A recognised hierarchy of sanctions which are consistently applied to meet individual children's needs.

PARENTAL SUPPORT

We work in partnership with parents regarding their children's behaviour, keeping them fully informed of any difficulties and encouraging support between home and school at all times.

We encourage parents to support school rules so that children are helped with routines and the structure of the school day from the moment they start school.

We expect parents to support their child and the school by:-

- Showing by their own example that they support the school in setting the highest standards in all it tries to do.
- Making sure that the child comes to school on time, correctly dressed, fresh and ready to work.
- Taking an active and supportive interest in the child's work and progress to develop confidence and a sense of achievement.
- Supporting the Behaviour Policy, helping the child to achieve self-discipline and self-control.
- Not criticising the school in the child's hearing as children cannot value school if parents are not seen to do the same.

SCHOOL RULES

In School we look after everybody and everything.

We walk inside school.

In school we listen to others.

In school we try to do our best.

In school we do what we are asked to do by adults.

REWARDS

Non verbal praise -e.g. a smile, Makaton sign or gesture

Positive verbal praise -e.g. "well done"

Smiley faces, stars, stickers, stamps, sweets, negotiated rewards

Rainbow certificates given by the class teacher for various reasons, e.g. for good work or for a kind deed or gesture. The award is noted in a class book by an adult. When a child has 10

certificates s/he is seen by the Head teacher who presents him/her with a Silver Star certificate and a silver hologram sticker at the next Celebration assembly. Parents of children receiving Silver Stars are invited to the assembly. The children have their photographs added to 'wall of fame' display outside the hall and their achievement mentioned in the school newspaper.

When a child has 3 Silver Stars, a Golden Sunbeam certificate is awarded during Celebration assembly together with a gold hologram pin badge.

CLASS REWARDS

(Children in resourced provision classes are often more appropriately rewarded on an individual basis)

TEDDIES: Teddies are given for good work, following rules, politeness, helpfulness etc. Teddies are never removed from the jar. When the jar is full rewards are given to the class.

GOLDEN TIME

A time set aside where children can choose their own activities when the teddy jar is full. This is the reward some children will earn for following the school rules

STAR OF THE WEEK

All teachers will choose a "star of the week" This child will receive a Star of the week Certificate and will be chosen to go up to the front of the school for celebration assembly. This child may be chosen for being a good role model, for following all the school rules, or for making a very good choice.

CELEBRATION ASSEMBLY

On Friday afternoon the school holds a Celebration Assembly. This is an opportunity for the whole school to share individual children's good news as well as whole class news.

NEGOTIATED REWARDS

Some children need extra support to follow the school rules and behave in a way that is conducive to maintaining a safe, happy and secure learning environment. Class teachers write Individual Behaviour Management Plans for children who are having greater than average difficulty. The plans adhere to an agreed format and are shared with everyone involved with the child. They aim to provide help and advice on rewards and in managing particular behaviours. The teacher negotiates with the child what rewards are attractive and appropriate for effort and achievement in the self-management of behaviour. What is agreed is written into the Behaviour Management Plan. A child friendly version of the plan is prepared for the child to keep.

Children who need extra support with behaviour can be rewarded with 'smiley face stickers' collected in sets of ten on a 'smiley face card'. How stickers are earned may be detailed in individual Behaviour Management Plan. A completed set of ten stickers is exchanged for a

Rainbow Certificate. Only five Rainbow certificates exchanged from 'smiley face cards' contribute to the award of each Silver Star certificate.

SANCTIONS

If a child chooses not to follow school rules, sanctions are applied. Just as there are rewards for good behaviour, there must be consequences if the rules are broken. Each class will have a Sunshine and 2 Clouds (a Sun-Cloud and a Grey Cloud) on the classroom wall. The children are taught and are aware of the following procedure that will be followed consistently if the rules are broken

Every class will have a "quiet place" which adults will use as necessary and when appropriate

An adult shows disappointment through facial expression or (Makaton) sign;

An adult tells the child that a behaviour was wrong and why it was inappropriate;

An adult will take the child's name off the class 'Sunshine' and place it on the class 'Sun-Cloud'. An adult will tell the child to consider his/her behaviour and why it was unacceptable. The child will be encouraged to think about making a good choice to make things better so his/her name will go back on the 'Sunshine'

If the child continues to break the school rules, the child will be sent to talk to another adult about the broken rule;

If the child continues to break the school rules, his/her name will be placed on the class 'Grey Cloud' An adult will also write down the school rule that was broken. We do not expect that many children will ever reach this cloud. The child will be sent to talk to the Headteacher, who will telephone or send a letter to the parents;

Repeatedly bad behaviour may result in the child being temporarily excluded for the rest of the day/following morning. Continual non-compliance of rules may result in Fixed Term Exclusion. In extreme cases Permanent Exclusion may be necessary.

It may be necessary to exclude children from school at lunchtimes. If this is so, parents will be given notice so that alternative arrangements can be made.

A child is always given the opportunity to apologise/repair damage, and is always reminded of the broken rule before the next sanction is delivered. School staff are kept informed of relevant developments to ensure consistency in the management of children who are having difficulty

A NEW DAY

We believe that every day is a fresh start; therefore none of the sanctions is carried over to the next day, unless a child has reached sanction 6.

UNACCEPTABLE BEHAVIOURS

(This policy should read in conjunction with The Anti-Bullying policy)

The following are a list of unacceptable behaviours which for mainstream children, result in reaching the Headteacher's sanctions immediately.

Repeated: - kicking
insolence
punching
aggression
swearing
threatening behaviour
biting
throwing.

PROBLEM SOLVING

Children are encouraged to resolve problems together where appropriate. The necessary skills to talk about feelings etc. are developed in Circle Times with the teacher.

RACIAL AWARENESS

Any incident, which could be considered as racial harassment, is, to be dealt with immediately and appropriately. The incident is reported to the Headteacher. All parental parties are involved. LEA Guidelines, which deal with racial harassment, are followed.

LUNCH TIME ARRANGEMENTS

The Senior Supervisory Assistant, Play Leader and team maintain a calm atmosphere in the playground. If incidents occur she/he writes them down and discusses them with the Class Teacher concerned. If these incidents occur with the same child on a regular basis, the Senior Leadership Team is informed.

The Lunchtime Supervisory Assistants give positive comments and encourage the children to play. Children are given sticker badges by the Supervisory Assistants for good behaviour, thoughtfulness, eating well where appropriate etc.

All children call Lunchtime Supervisory Assistants by their surname.

RESTRAINT

Physical restraint may have to be used as a final course of action. Restraint is only used if a child is placing him/herself or other children/adults in danger or is damaging school property. A clear verbal instruction to stop the dangerous activity is given first. See Physical Restraint Policy for details.

A Restraint Form is completed after each incident. Children who are likely to be restrained have an action plan outlining when, how and why restraint is used, this must be signed by parents.

All adults who come into contact with the children have a collective responsibility for behaviour management within school and are expected to carry out the agreed Behaviour Policy.

Support is given to all staff, by colleagues and Management when requested.