



# Behaviour Policy

This Behaviour Policy seeks to promote common expectations regarding the standards of behaviour throughout the school, and provide mutual support for staff. The principles on which it is based are outlined in the Governors' Behaviour Policy Framework. This policy applies when the school has legal responsibility for its pupils.

### **Parental Support**

Parental support and involvement are essential in all aspects of the school. Where there is a problem with behaviour, active support from home nearly always improves performance at school. Expectations about behaviour are communicated to parents via the 'School Rules OK!' booklet which is sent home at the beginning of each school year and parents, pupils and teachers are expected to sign the Home School Agreement. (Appendix 1) Parents with concerns about their child's behaviour at school are encouraged to raise them with the class teacher in the first instance.

### **Aims**

- To create a school where there is a friendly and welcoming atmosphere for both children and adults.
- To help children to recognise their own value and enhance their self-esteem.
- To promote the values of honesty, respect and tolerance.
- To develop the personal qualities of initiative, independence, self-motivation, responsibility, punctuality and co-operation.
- To give children an equal opportunity to develop according to their ability and talents to achieve their full potential.
- To encourage the involvement of parents in fulfilling the aims of the school.
- To ensure common understanding of the reasons for rules, sanctions and rewards.
- Ensure school's Anti Bullying Policy is understood and followed by all staff. (See Anti-Bullying Policy)

### **Types of Behaviour**

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we will monitor progress for those with problems. We must also remember that circumstances outside of school may affect the behaviour in school.

Examples of good and unacceptable behaviour are set out below.

### **Good Behaviour**

Respecting others and their property

Being helpful

Saying "Please" and "Thank you"

Following instructions

Being fair

Being punctual

Considering others

Trying hard

Valuing others point of view

Playing well together

### **Unacceptable Behaviour**

Rudeness and aggression

Fighting or physical attacks of any kind

Swearing, racist or sexist remarks, name calling

Threatening behaviour, bullying

Telling lies or answering back

Stealing or damaging property

Leaving the class or school without permission

Behaviour which is offensive or disrespectful to others e.g. spitting

Good behaviour will be recognised whenever possible and actively encouraged through class management, phase rules, circle time and application of reward systems. Unacceptable behaviour will be discouraged through the same routes and by the application of sanctions. Rewards and sanctions will be applied consistently throughout the school.

## **STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR**

### **Class Management**

To encourage positive behaviour staff will provide a good role model to children and employ a variety of strategies in the classroom.

These could include:

- Making the class rules and expectations clear to the children.
- Use positive and specific praise for appropriate behaviour
- Recognising good social behaviour and rewarding appropriately.
- Considering the appropriate organisation to promote learning.
- Minimising the potential for disruption.
- Being aware of race and gender issues in their responses to children's behaviour, respecting cultural differences, and avoiding stereotypes.
- Being sensitive to children's individual needs in a learning or social context.
- Being alert to bullying behaviour (see Anti-bullying Policy).

## **Personal, Social and Health Education (PSHE)**

The PSHE curriculum includes work on self esteem, building self confidence, exploring and valuing diversity, reinforcing positive behaviour. Circle time forms a part of the PSHE curriculum and has a high priority within the structure of the school week.

- Circle time encourages children to co-operate with each other and to value others.
- The circle gives value to every member because there is no hierarchical structure - everyone is equal.
- Each member of the circle begins by saying something positive which is then developed.
- Staff and children have opportunity to praise and also to discuss issues which arise as part of the school week.
- Staff and children are able respond to issues that arise and identify strategies that can be used.

## **Phase and Class Rules/Codes of Conduct**

A code of conduct for each phase will be developed at the beginning of each school year by the children and the phase leader together. These will be permanently displayed and regularly referred to. They will constantly reinforce the positive ethos we are aiming to promote. Individual classes will also discuss and devise their own codes of conduct.

## **School Council**

A school council is in place which gives a forum to the children from years 1 to 6, through their councillor, to discuss a wide range of issues and raise them with the Headteacher or other senior leaders. Each class elects its own councillor on a yearly basis.

## **ENCOURAGING GOOD BEHAVIOUR**

We all ensure that criticism is constructive and positive.  
We demonstrate the positive behaviour that we wish to see.  
We encourage children to be responsible for their own behaviour.

## **Reward Systems**

**Verbal Praise** - This is given in class and assembly.

**Individual Praise by Senior Members of Staff** - Children are also sent to their phase leader/Deputy Headteacher/Senior Teacher/Headteacher.

**Stickers** – are given by adults within the school, reinforcing positive behaviour.

**House points** - There are four houses from year 2 to 6: Beechwood, Rochester, Albany and Spencer. Every child can gain points for their house.

**Merit Award** - In years 1 to 6 merit stickers and certificates are awarded weekly, to pupils in each class, for outstanding effort/behaviour/achievement.

**Personal Achievement Chart** - Stars are awarded for special effort in work or behaviour from year 2 to 6. These are cumulative, recognised by stickers, then bronze, silver and gold certificates. Four achievement charts lead to an Earlsdon School bookmark. This is followed by further sticker charts and certificates being awarded.

**Class Stickers** - Stickers are given by class teachers as an immediate reward for good work or behaviour.

## **SANCTIONS FOR DISCOURAGING UNACCEPTABLE BEHAVIOUR**

Unacceptable behaviour will lead to the following sequence of events. In certain cases, some or all of the steps in the sequence may be bypassed, depending on the severity of the behaviour and/or the location of the behaviour in question. All staff and children need to be aware of the order of events. Children must always be clear that their actions will have consequences for themselves and others and understand why a sanction is being used.

1. Verbal warning given.
2. Further verbal warning.
3. Child moved within classroom. Sanctions at this point to include potential loss of playtime or of a privilege.
4. If playtime is lost due to unacceptable behaviour a range of tasks may be set.

Key Stage 1:- teacher takes child to teacher on duty. The child stays with the duty teacher or stands by the wall for a set time period and then rejoins play. Sanctions recorded in orange folder.

Key Stage 2:- children are supervised in a classroom by a duty teacher. Tasks will include completing a 4W form (see Appendix 2), writing a letter of apology (if appropriate), writing the appropriate rules/behaviour. Record kept in folder in classroom.

## **STRATEGIES TO MODIFY UNACCEPTABLE BEHAVIOUR**

- 1 Parents may be asked into school to discuss their child's behaviour and to monitor with class teacher. (Class teacher to inform Lead Teacher)
- 2 If unacceptable behaviour persists, the class teacher should discuss with Lead Teacher and possibly SENCO. It will be appropriate to inform and work with parents. Behaviour patterns will be logged for two weeks to form a diagnosis.
- 3 Child could be sent to Lead Teacher, ideally with work to complete. He/she will stay with the Lead Teacher for an agreed time. (with a note from class teacher). Lead teacher to record details in record book.

- 4 The Headteacher will be advised of any issues relating to individuals through the Pupil Welfare item on the agenda of Senior Leadership Meetings. Parents may then be invited into school to discuss their child's behaviour with the Head.
- 5 A formal report system may be used on a daily basis. Targets would be negotiated with the child and parents and a time limit would be set and rewards agreed on. If progress is not being made behaviour may be assessed using the Behaviour checklist – see appendices, in order to devise an Action Plan.

Sanctions and strategies may have to be changed or modified to cover unexpected behaviour or situations eg. on a school visit.

### **Extra-curricular Activities**

For extra-curricular activities the same rules apply as in the classroom.

Persistent misbehaviour will result in the child not being allowed to join in with the activity.

### **Exclusions from school**

In rare cases it may be necessary to exclude a pupil, for example, if there has been a physical or inappropriate verbal attack on another person. This will only be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. L.E.A. guidelines will be followed.

An offer of outside help would be available to the parent for their child in these situations and in the event of a temporary or permanent exclusion parents have a right of appeal to the Governing body.

### **Physical Intervention**

Occasionally situations may arise in which physical restraint may be required.

A member of staff, who has been trained by Team Teach may use such restraint as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of following-

- causing personal injury or damage to property
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils

Practical methods to defuse the situation will be considered before restraint is used – keeping calm, offering verbal prompts, guiding, steering or retreat (if appropriate). In a serious incident leading to physical restraint or where physical restraint has been resisted, parents will be informed.

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