



Behaviour Policy

The purpose of this policy is to:

- Positively promote socially acceptable behaviour;
- Provide a safe, calm and caring learning and teaching environment.
- Ensure consistency and fairness and to set high expectations
- Enable pupils to develop desired social skills and learning behaviours

Our Core Rules:

- Be kind, helpful and tolerant
- Keep you and others safe
- Listen to all adults and children and show good manners
- Walk calmly and quietly around school
- Look after the school and the people and the things in it
- Strive for our core 12 values

At the start of each year and whenever considered appropriate, each class will discuss and agree understanding and interpretations of the Core Rules and related rewards and consequences. Core Rules are to be framed positively so that all members of the class know what they should be doing to achieve the desired outcome of acceptable behaviour. The rules/interpretations are to be clearly and attractively displayed in the classroom, consistently referred to and constantly revisited.

Rewards and Consequences

Rewards

- Verbal praise
- Non-verbal praise (eg written comments, stickers)
- Merits/house points
- Contributions to whole class incentives
- Awards at celebration assembly

Consequences (sequential)

1. Warning with explanation
2. Amber card as last warning
3. Red card signifies timeout consequence
4. Reflection time* during lunchtime

Consequences (playtime)

1. Warning with explanation
2. 5mins timeout by the fence
3. Reflection time* during lunchtime

* Reflection time can be reached once all previous steps have proved ineffective or immediately if behaviour listed on incident form is displayed.

FSU steps for consequence are:

1. Warning with explanation, 2 Time out with sand timer and 3. Talk with Deputy Headteacher or Headteacher.

The above rewards should be used throughout the school. Rewards should always be positive, as immediate as possible and unconditional. Teachers or other adults giving the reward should clearly indicate to the pupil what the reward is for. No reward should be taken away from the pupil. If consequences are proving ineffective over a period of time and/or a pupil is regularly requiring reflection time parents will be notified and/or met. Lists of pupils requiring reflection time and reasons for are monitored by the SENDCo to evaluate effectiveness.

4. EXCLUSION PROCEDURES.

The school follows the LA guidelines.

4.1 If the child's behaviour continues to be unacceptable, the parents/carers will be notified that the child is to be the subject of an official referral to the Educational Welfare Officer (EWO), who will visit the family concerned. The child remains on report to the Head Teacher.

4.2 If there is no acceptable change in the child's behaviour, following the EWO's visit to the child's family, temporary exclusion procedures will be initiated

4.3 Pupils who use any form of physical or verbal abuse against a member of staff or supporting adult will be removed immediately from the classroom. Their parents / carers will be called and requested to remove the pupil from school. The pupil will be temporarily excluded from school for one day. A meeting between parents / carers, the pupil and the school must be held before the excluded pupil can return. Where parents / carers are not supportive of the school's action, the EWO and / or the Inclusion Officer will be asked to attend. The head teacher will keep a record of all final warnings and letters sent home so that this can be used as the basis of discussion between school, parents and pupil. The necessary documentation will be completed and forwarded to the LA.

4.4. Teaching staff in conjunction with the Head Teacher will use their professional judgement to determine appropriate consequences for any pupil whose behaviour in class is unacceptable including the use of physical or verbal abuse against another pupil. All incidents of racial abuse will be reported to the Head Teacher and the LA guidelines will then be followed.

4.5 Expected pupil conduct (ie Core Rules, Safe Internet Use and that specified on the Home School Agreement) and Rewards and Consequences procedures apply anywhere within the school grounds and during any school activity based on and off site.

4.6 Any pupil who consistently fails to comply with the school's Core Rules and expected conduct can forfeit the right to any extra curricula activities such as sports team involvement, after school clubs and school trips. Additional responsibilities and privileges, eg House Captain and Sports and Art Ambassadors, can be removed.

4.7 The school will monitor its procedures for disciplining pupils and managing behaviour to ensure that these procedures are fair and equitable to all pupils.

Conclusion

In order that the school is able to operate as an effective teaching and learning environment it is essential that behaviour and discipline are secure within the school. Consistent application of the policy by all teachers, support staff and volunteers will ensure that it succeeds. We have high expectations of pupil behaviour and our Core Rules and Values define the expected levels of behaviour from all members of the school community.