



Behaviour Policy

We hold high standards for all pupils while ensuring our behaviour policy is applied compassionately and with appropriate flexibility. Every child is treated as an individual, with careful consideration given to their specific needs, background, and developmental stage.

Our core behaviour principles

Be kind, helpful and tolerant

Keep yourself 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 values: responsible, friendship, healthy, positive, inclusive and inspirational

The purpose of this policy

Positively promote socially acceptable behaviour;

Provide a safe, calm and caring learning and teaching environment.

Ensure fairness and to set high expectations

Support children with being responsible for their behaviour

Class core rules and expectations

At the start of each year, and whenever considered appropriate, each class will discuss and agree understanding and interpretations of class core rules and expectations and related rewards and consequences. Core rules and expectations 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.

Reward examples include

- Verbal praise
- Non-verbal/visual praise such as written comments, stickers, moving up a behaviour ladder (KS1) and a behaviour card system (KS2)
- Merits, house points, certificates and trophies
- Contributions towards whole-class incentives

Consequence examples include

- Spoken warning with explanation
- Moving down a behaviour ladder (KS1) or the behaviour card system (KS2)
- Time out (eg from classroom activity or during a playtime) to calm and reset
- Spend time with headteacher or other SLT member
- Reflection during lunchtime
- Suspension*
- Exclusion*
- On a case-by-case basis staff decide when and how to involve parents

Consequence steps in FSU

- Spoken warning with explanation
- Thinking time to calm, reflect and reset
- Talk with headteacher or deputy headteacher
- On a case-by-case basis staff decide when and how to involve parents

Behaviour is monitored and analysed regularly by SLT and reported to the governing body. This policy

* Appledore School follows Devon County Council suspension and exclusion procedures

<https://www.devon.gov.uk/educationandfamilies/school-information/education-inclusion-service/>