



Date policy reviewed	July 2021
Signed	R Robinson

---

## **Behaviour Policy**

### **Policy Statement**

We believe that our school should provide a safe, caring environment and that this is best achieved by all members of the school treating each other with courtesy and respect. We recognise that school plays a vital role in fostering good behaviour. We will always endeavour to be consistent, but our approach may vary depending on a child's specific circumstances and needs.

Behaviour is a language – a way in which we communicate with others. We endeavour to promote self-discipline as an ultimate goal.

Our School Vision is framed in the positive. The children learn about our values throughout the school and the school's golden rules, prominently displayed in classrooms and around the school, underpin our vision and are referred to by all of the adults and children in school.

We expect all members of the school community to support our vision.

### **A positive approach**

Staff have a positive approach to school discipline, recognising that punishment does not guide behaviour and that it is very easy to get into a negative cycle. We encourage self-discipline and try to develop children's self-esteem. Good behaviour is reinforced and we praise and encourage wherever possible. We have adopted a number of award systems to recognise positive behaviours that we wish to encourage.

### **Awards/Rewards** (decided in consultation with the School Council)

#### **Golden Time**

This reward involves a timetabled period during each week when children have the opportunity to play games, work quietly or to work with younger children. This is very popular with the children and can be used to encourage positive behaviour. Children who break the Golden Rules lose this time – usually in 5 or 10 minute chunks of time. However, children are given ample opportunity to earn it back through improved behaviour. At the beginning of each week children automatically start with the full allocation of time – this reflects our expectation that children will behave appropriately. Teachers retain the right of how to display/celebrate Golden Time but wherever possible it should be prominent and clear to children and visiting adults e.g. supply teacher, internal cover etc... to ensure consistency.

It is the teacher's responsibility to organise and administrate Golden Time rewards and sanctions. Children who have lost time will need a supervised area to reflect before perhaps re-joining the class for the remainder of their time. Children with no time allowed should be provided with some school work and supervised by another adult e.g. TA, Headteacher etc.

#### **Team Points and Merits**

This is a system of rewards linked to positive behaviour and good work. Children can collect team points through their behaviour, attitude, helpfulness etc... Each child is allocated to one of three teams when they enter the school. They stay with their team throughout their time in school. Team points are collected in a central location (outside the staffroom) and will be counted at the end of each school year to find the winning team.

Merits are individual to the pupils and are given for hard work and focussed study in class. These can be recorded on Pupil Asset.

### Other Class/Year Group Systems

In addition to these incentives, individual classes may have their own schemes that relate to specific areas or targets, for example merits.

### **When children fall out or when things go wrong**

From time to time some children may fall out with each other or struggle to form good friendships. We use a Restorative Justice approach across the school to help the children to resolve differences, initially with adult support but eventually independently.

### **Sanctions**

During lessons a high standard of behaviour is expected so that progress can be made, and all children have the opportunity to learn. Children can expect to face consequences for not following the Golden Rules.

The typical stages of consequences for breaking the Golden Rules or preventing a teacher from teaching would be as follows:

Inside the classroom:

Stages:

1. A polite **reminder** of what is expected and **repeat** as a polite warning (RR)
2. Up to 15 minute 'cool-off time' in the classroom (working/sitting away from others as the teacher decides) – time deduction from break or Golden Time – recorded in the behaviour file
3. **External 'Time out'**, away from the classroom, with a designated adult, (with work provided by teacher) and recorded in the behaviour file – time deduction from Golden Time
4. **Internal Exclusion** with a designated adult (with work provided by teacher) – usually half or whole day(s) – Parents informed. Supervised by a senior teacher Includes a de-brief and reintegration by a senior teacher.
5. **External Exclusion (EE)** – up to and including a permanent exclusion, away from school. Reintegration interview for the child with parents and Headteacher.

Stage 3 is at the discretion of the teacher. It may typically be to the end of the lesson, until assembly etc. The designated adult would record the details on Pupil Asset. When children had completed their 'Time out' they would return to the next session to prove they could behave and reintegrate. A return within the same day could result in the Headteacher being informed. Parents may also be informed.

Teachers may incorporate specific issues into their Circle Time if they choose. This would be one strategy to promote awareness of the benefits of good behaviour and raising self-esteem. However, during lesson time minor squabbles or upset from break time should not interfere with teaching or learning. Teachers may, in exceptional circumstances, proceed to stage 3 so a designated adult can resolve 'on going issues'.

If any incident of inappropriate behaviour is deemed to be particularly serious further stages may be triggered immediately. A serious assault in class would not result in stage 1 being invoked. This would more appropriately escalate directly to stage 4 or 5. Similarly, serious incidents deemed to be under the umbrella of bullying (physical, verbal etc) the Anti-Bullying Policy should be followed. Decisions IE and EE are made by the Headteacher or, in his absence, one of the senior teachers.

Advice is sought from outside agencies as appropriate in order to support and resolve issues of challenging or disruptive behaviour

### **Recording Incidents**

Behaviour incidents, including exclusions, are recorded and monitored through Pupil Asset. If there are less serious behaviour concerns these can be recorded in the class behaviour record. These

will be kept up to date by the class teacher and regularly monitored by the headteacher who will be responsible for following up any actions that they generate.

## **Exclusions**

### Internal Exclusion (Stage 4)

Serious misdemeanours or continued poor behaviours may require a period of in-school exclusion. Only the headteacher, or in their absence the assistant headteacher can make this decision, which is never taken lightly. Under these circumstances, a child will be directed to complete work away from other children, but under the supervision of a designated adult for the remainder of the day. The child will work using materials provided by the teacher. Break times and lunch times will be separate from other children i.e. inside, separate area wherever practicable. Parents will be informed. Persistent internal exclusion would most likely be commuted to stage 5 – a fixed term exclusion (off site).

### External Exclusion (Stage 5)

A fixed term exclusion (temporary – up to 45 days in one school year) would be invoked for extremely serious misdemeanours. Only the Headteacher can do this, or the Assistant Headteacher in their absence. The appropriate forms for exclusion must be completed as soon as possible and sent to the appropriate authorities. The following codes are used to classify a serious offence:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other