



Spennithorne C.E. Primary School

Behaviour Policy

Introduction and Aims

We believe that effective discipline is based upon an expectation of good behaviour and sound relationships within a secure, caring environment. A positive atmosphere should be fostered which embraces the need for mutual respect, tolerance, Christian love and understanding of every member of the school community: children, teachers, non-teaching staff, governors, parents, visitors and voluntary helpers. In order to achieve this, everyone will need to be aware of, and apply fairly and consistently, such expectations.

As a school:

- We strive to achieve a stimulating, orderly and secure environment where children enjoy the challenges of learning both independently and through positive interaction with others.
- We seek to promote good personal relationships between people based on co-operation, mutual respect and Christian values, including our chosen core Christian values of: hope, trust, friendship and endurance.
- We encourage a caring and responsible attitude towards the lives, beliefs, opinions and property of others at all times.
- The school recognises that good behaviour and discipline are key foundations of good education and our Christian ethos. Without an orderly atmosphere, effective teaching and learning cannot take place. We aim to assist every pupil to grow up with a clear view of what is right and wrong, appreciating the needs and beliefs of others and the society around them. We encourage the development of self-control and discipline and acknowledge the vital role that parents must play in this.

A positive approach to behaviour management

High standards of behaviour are achieved through:

1. An effective curriculum underpinned by our Christian values, appropriately differentiated to engage all pupils
2. An organised environment where everyone feels safe
3. Positive, consistent management of behaviour by all staff

Management of children's behaviour in school is carried out through high expectations and positive responses to good behaviour and by building close relationships with children.

Teachers commend good conduct and children are made aware of the beneficial consequences of appropriate behaviour for themselves, class and whole school community. All adults who work in the school have a responsibility to encourage good behaviour.

The positive management of behaviour is underpinned by the key principles of Behaviour Management.

- A positive approach adopted by all
- Clear, consistently applied expectations, rewards and sanctions
- Creating an organised secure environment for children
- Ensuring all needs are fully met
- The modelling of appropriate behaviour
- Catching the child being good and demonstrating our core values
- Partnership with parents

Golden Rules

The "Golden Rules" apply to all members of the school community and consist of a small number of rules that outline behaviour, demonstrating respect, care and friendship for oneself, others and property. These are revisited on a termly basis by each class with their teacher

The six basic golden rules are:

- Be kind and helpful – show friendship in our community
- Work hard – show endurance
- Always listen - be ready to learn with an open heart
- Look after property - respect what we and others have
- Be honest - trust that telling the truth is the right thing to do
- Be gentle – hope that people treat you as you treat others

The golden rules are reinforced through a variety of strategies including:

- A weekly celebration assembly

- Class discussion in Circle Time (using SEAL materials, etc.)
 - Individually with children as appropriate
 - Use of Golden Time, Merits and Team Points as 'carrots'
Team points are given for good conduct, helpfulness, work, kindness and generally following the golden rules to a high standards (pastoral).
Merit marks are given for an outstanding effort and academic achievement/attainment
- 10 Bronze
20 Silver
30 Gold
40 Ruby
50 Sapphire
60 Diamond
70 Platinum
80 Jade
90 Emerald
100 Titanium
110 Mercury
120 Venus
130 Earth
140 Mars
150 Jupiter
160 Saturn
170 Uranus
180 Neptune
190 Pluto
200 The Galaxy

During School

Good discipline within school is essential for effective learning. Children have the right to be able to concentrate on the task in hand without being distracted by poor behaviour around them. **It is important that all misdemeanours are dealt with and are seen to be disapproved of by the member of staff.** In the case of difficult children strategies can be discussed with colleagues if a particular behaviour pattern is causing major concern. This will help to ensure a consistent approach to behaviour problems.

- During registration, it is important that quiet is insisted upon at this time and that all responses to the register are courteous.
- When lining up at the classroom door or during entry and exit routines, children should be quiet and orderly, without constant reminders. If they do not line up correctly, they should sit down and repeat the task. For continual problems, practice at playtimes may be considered as an option. It may be useful to split up troublesome children both in the line and through to collective worship, so as to minimise the temptation to misbehave.
- **No children should be left unsupervised in the classroom.** When pupils are unable to take part in a PE session because they do not have their PE kits, they should wrap up warm and participate through time keeping, evaluating performance etc. If however there is a medical reason why they cannot take part, then they should be placed in another classroom by negotiation. If a child consistently comes to school without their PE kit, the class teacher will speak to the parent and the head notified of this fact.
- Children should always move around school in a sensible manner, without running. Any member of staff noticing inappropriate behaviour should make a point of correcting the child involved. This is especially important when entering the hall.

After School

Just as it is important that there is an acceptable level of behaviour before school, it is important that children leave the school in a proper manner.

Teachers must walk out with their classes at the end of the day. Any children causing concern should be either sent back to exit properly or made to wait at the end of the line.

Nothing but the highest expectation of behaviour is expected at all times.

Encouraging appropriate behaviour

Good social behaviours are rooted in positive self-esteem. Self-esteem is the feeling of value or worth. It is the way we judge ourselves as individuals and how we estimate what we can achieve.

In our school we encourage the development of self-esteem by ensuring that children experience success and by acknowledging children when they succeed. We achieve this in a variety of ways by:

- Celebrating achievement publicly (in class or in collective worship by awarding Merits and Team Points)
- Giving immediate verbal praise for individual achievement
- Adopting a “You can do it/ I can” approach
- Listening to children and understanding their needs and expectations
- Marking work promptly in line with the marking and feedback policy
- Enabling children to know their goals
- Showing sensitivity and diplomacy when children do not grasp areas of learning
- Being approachable so that children feel safe to share their anxieties
- Ensuring that all adults are positive role models and have good relationships with people
- Building trust by being fair

Partnerships with parents

Parents and carers have a vital role to play in fostering good behaviour. Close home/school liaison is essential. School makes regular opportunities for parents and teachers to celebrate achievement and share concerns. This contract is an integral part of school life. It is expected that parents will act as good role models at all times when on the school premises. The parental responsibility extends to ensuring children maintain good levels of attendance. It is essential that children are punctual and attend regularly; any irregularities, lateness and excessive holidays during term-time will be followed up. A bell will ring 5 minutes after the start of the school day and any children not in class, will be marked as absent and then late on arrival at the office.

Code of Practice

What is unacceptable behaviour?

1. Disregard of requests for reasonable behaviour.
2. Disruption of class or group activities.
3. Disregard for other's property.
4. Abusive behaviour or language, either to other pupils or to adults.
5. Disregard for school rules.
6. Bullying or racial or sexual harassment.
7. Not respecting final decisions made.
8. Disregards for appropriate lunchtime behaviour – good table manners, swallowing food before talking, talking quietly on your table, walking into the hall, washing hands, saying please and thank you, clearing food away.

Children need to remember that there are boundaries beyond which they must not go and a firm reminder will occasionally be necessary.

Consequences of poor behaviour

1. Verbal warning (2 in Rabbits class)
2. Loss of playtime minutes or time out when outside (depending where the incident happens.)
3. Contact with parents
4. Loss of golden time (consistently missing playtime through bad behaviour or instant loss of golden time if there are incidents of fighting or threatening violence, swearing, stealing, racist or homophobic language)
5. Behaviour monitoring card in consultation with parents
6. Individual behaviour plan
7. Exclusion

Options for Managing Behaviour.

1. A discussion between the adult and the child may be the most appropriate method for an isolated incident.
2. Change the seating options within the classroom being aware that at times some children may need to work alone.
3. Children will be required to complete unfinished work either at break or lunch time, or at home.
4. Withdraw a privilege, such as playtime minutes.
5. Refer the child to the Head.
6. Time out
7. A record of repeated incidents may need to be kept.

Children causing Concern.

It is important to have concrete evidence of children who persistently misbehave. The behaviour monitoring log does this. The school's behaviour tracking system will record the majority of incidents. It is vital that this is filled out to record incidents. Some may be minor but when repeated consistently, a pattern could emerge and needs recording on the school's MIS system for tracking purposes.

Golden Time

Golden time can be lost through continued poor and unacceptable behaviour. However, in consultation with the class teacher, this can be earned back.

CERTAIN BEHAVIOURS WILL AUTOMATICALLY LOSE GOLDEN TIME WITH NO POSSIBILITY OF EARNING IT BACK

- A. Violent actions towards other person.
- B. Highly inappropriate language (swearing, racist, homophobic)
- C. Threatening violence towards another child
- D. Theft of school property or property that does not belong to you.

Bullying

We recognise the need to act as a whole school Christian community to stop bullying occurring. We communicate a strong anti-bullying message to children through the school ethos. (ABC123) Bullying will occur in any school setting. Through our PSHCE curriculum and our approach to spiritual and moral education, we aim to bring these issues out in the open. We provide children with strategies to address the issue of bullying and seek help from adults if necessary to prevent it. We work hard to create a loving, caring ethos where children feel confident to speak up if they feel there right to feeling safe and secure is threatened. We will follow-up every incident of bullying appropriately and will include relevant parents in our discussions.

Each day is a new start

Behaviour Card

If, within the period of one week, three or more playtimes are missed, then the teacher and the child will sit down and discuss their behaviour. He/she will be informed that if this continues into the following week, it will be brought to the attention of the Head Teacher who will contact the parents/carers to discuss the issues arising and work out possible solutions.

This will also incur a loss of 1 whole golden time session.

A possible outcome of this may be the issuing of a behaviour card to cover a period of three/five days at his/her discretion. The card is to be signed at the end of each work period, playtime and lunchtime to confirm that their behaviour has been satisfactory. KS2 pupils are responsible for looking after the card; teachers will look after it for younger pupils. At the end of each day, a satisfactory or unsatisfactory decision will be given. The card will also be taken home each night for the parents/carers to read and sign – adding their comments if they wish.

The majority of days must be satisfactory to remove the sanction of the card.



CLASSROOM BEHAVIOUR INCIDENT LOG

Date	Name of child/ren	What happened?	Outcome	Member of staff

BEHAVIOUR MONITORING CARD

		SESSION 1	SESSION 2	SESSION 3		115	PARENT COMMENT
Monday				B		L	C/W
Tuesday				R		U	C/W
Wednesday				E		N	C/W
Thursday				A		C	C/W
Friday				K	C/W	H	