

## Behaviour Policy

At our school we hope that everyone will behave well. We encourage all of our children to try to get on together and to show respect for other people's feelings and needs.

When people behave well, and think about others, everyone will be able to work more effectively and to learn in a school which is happy and safe- this is the most important thing within all of our work at school.

This policy explains how we really WANT people to behave together, and gives an idea of how we will encourage and support the type of behaviour we all want to see. It also shows how we will try to help children who find it more difficult to meet our expectations and how we will work with them, and sometimes their parents too, to support them in improving their behaviour.

The statements below outline what we expect of everyone who is a part of our school community, these are known in school as our Golden Rules;

- We always do our best.
- We show respect to others. (Listening, eye contact, good manners)
- We are careful, kind and honest.
- We look after everything in our school.
- We cooperate with others, and work as part of a team.

These statements are clearly displayed in classrooms and around school to make sure that everyone has a chance to see them and understand them.

### To try to help people behave properly :

Adults in school will do their best to treat everyone fairly and with respect- we hope that children will learn to do this in the same way.

Good behaviour will be noticed and rewarded- see appendix 1 and 2 for our school reward systems.

Your teachers will agree rules with you as a class at the start of the year, so that everyone has a chance to say what they think makes the classroom and school a better place to be.

We will use special times to help you to learn how to behave properly- lessons like PSHCE, and Circle time will give you a chance to make your behaviour even better and to think carefully about behaviour.



Sometimes we will talk to your parents about how well you have been behaving –we will try to make sure this is about good behaviour at least as much as it is about times when you forget how to behave well.

**If things go wrong:**

We do understand that not everyone will always behave as we would want them to. You might be having a bad day, or just find that you do something you know you shouldn't do.

If this happens we will try to help you sort things out and put things right - sometimes just saying sorry is enough, but if more needs to be done then we will help you to do that too.

We have a clear system in place, throughout school, that everyone knows about. See appendix 1 and 3 for more information about how this system works.

**September 2015 Review:**

Expectations for all staff at school to ensure that children are treated with respect, and that positive relationships are encouraged at all levels:

- Any dialogue with children, be it positive or negative, should be clear, calm and at an appropriate volume. Unless a child presents, or is in, immediate danger, there should be no reason to use a raised voice at a child.
- Where children do need to be reprimanded, this should be done wherever possible in a one to one situation and not in front of a class or a group of children.
- Where behaviour is inappropriate, staff should ALWAYS make clear that the issue is with the behaviour, NOT with the child.
- Children should not be removed/sent out of classrooms unless for specific defined "time out" and must be supervised.
- At ALL times staff should be looking to find children behaving appropriately, rather than constantly picking up on inappropriate behaviour. Try to catch children, especially challenging children, behaving well.

As a baseline when considering how we speak to and deal with children, we would ask all staff when engaging with a child or group of children, to imagine the child's parent were standing behind them.

Think "If I wouldn't say it like this with the parents here, then I shouldn't be saying it like this"



## Behaviour Management Systems

### Early Years

Before children start in Foundation Stage they are visited at their preschool setting and are encouraged to come with parents to a stay and play session. During these visits there are opportunities to talk about any behaviour issues at home, and any concerns they may have about behaviour in the preschool setting.

In Foundation Stage expectations for positive behaviour are consistently reinforced in a variety of ways:

- Circle time activities taken from the SEAL programme, EYFS objectives and the current needs of groups and individuals
- Positive reinforcement of rules and routines by all staff
- Praise for good behaviour observed in various ways
- Celebration of good behaviour with parents through home-school communication
- Visual Good to be Green display
- Taking home Tim Ted and Meg Monkey at the weekend
- Gomersal Stars – given out for many positive reasons. Each Friday both carpet groups count their Gomersal Stars and the winning carpet group have the trophy for a week.
- Star of the week

### **Good to be Green – positive behaviour reinforcement for doing the right thing.**

In Foundation Stage each bay displays a Good to be Green chart on the carpet. Each child's name card is on a frog and we operate the traffic light system.

- Children who behave well stay on the green lily pad and are celebrated at the end of the week
- Children who do not follow the class rules and routines follow this system:

Reminded about appropriate behaviour

Warned a first time that it is unacceptable and that if they have to be reminded again their frog will jump to orange.

Warned a second time and frog will then move to orange and a discussion will happen that if they continue displaying the given behaviour, their frog will move to red. Ideas are given to the child on



what kind of behaviour will help their frog jump back to green with his/her friends. This can happen very quickly.

If said behaviour continues then the frog jumps to red and child has time out on the thinking chair (away from other children), with a 1 minute timer. A member of staff will then talk to the child about the situation and parents are told that evening or as soon as possible after the incident

Occasionally a frog can jump straight from green to red, for extreme behaviour (biting, punching and other aggressive behaviour).

### **Next Steps**

If there are any concerns or problems with behaviour during the Foundation Stage, these are discussed with parents at the earliest opportunity and any changes are implemented. In most cases a good dialogue between home and school is enough to sort out behaviour issues. However, sometimes further planning is needed. If this is the case, a meeting is arranged for parents and staff to discuss an 'individual behaviour plan' with short term targets to be reviewed regularly.

### **Other Strategies used**

Sometimes a range of strategies are needed to support the behaviour management of children in Foundation Stage. These include:

- The child to be taken to the Headteacher or Deputy Headteacher.
- Individual sticker charts or other reward systems to be used. These may need to be more 'instant' than the 'Go for Green' method.
- Visual timetables or pictorial activity plans for individuals and groups.

All these strategies will be shared with parents.

### **Conflict Resolution:**

Foundation Stage staff follow the 5 steps for helping children to resolve conflicts, as outlined below.

- Approach calmly
- Acknowledge children's feelings
- Listen to each child – giving time
- Help the children to find a solution themselves
- Keep an eye on the situation



### Key Stage One and Key Stage Two

Throughout school there we will continue to reinforce and celebrate positive behaviours through smiles, saying thank you, handing out stickers and sending children to the Headteacher for recognition of good behaviour. We will also send post cards home to inform parents of good achievements, tell parents verbally of positive behaviours and make phone calls home to inform parents when necessary. We will also choose two children from each class to achieve a star of the week certificate during our star of the week assembly held on a Friday.

### Class Target

Tailored to the needs of the class and developed with the children. The class need to show they have achieved the target ten times, measured visually by a series of ten stars for the indicator to move along, before they can be rewarded. The reward will have been discussed and agreed with the class at the same time as the target is established. There can be a temporary suspension of the timetable so the reward can take place, and this can be at the time judged to be the best by the class teacher and dependent upon the nature of the reward.

### Merit System

Merit stickers are awarded for exceptional work, effort or behaviour and will be placed on the merit chart that is on display in the classroom. Children are rewarded either a bronze, silver or gold sticker depending on how far along the merit chart they have progressed. When children reach the end of their current award colour, they will receive a bronze, silver or gold certificate and reward in a Key Stage assembly.

Key Stage One – bronze 1-50, silver 51-75, gold 76 – 100

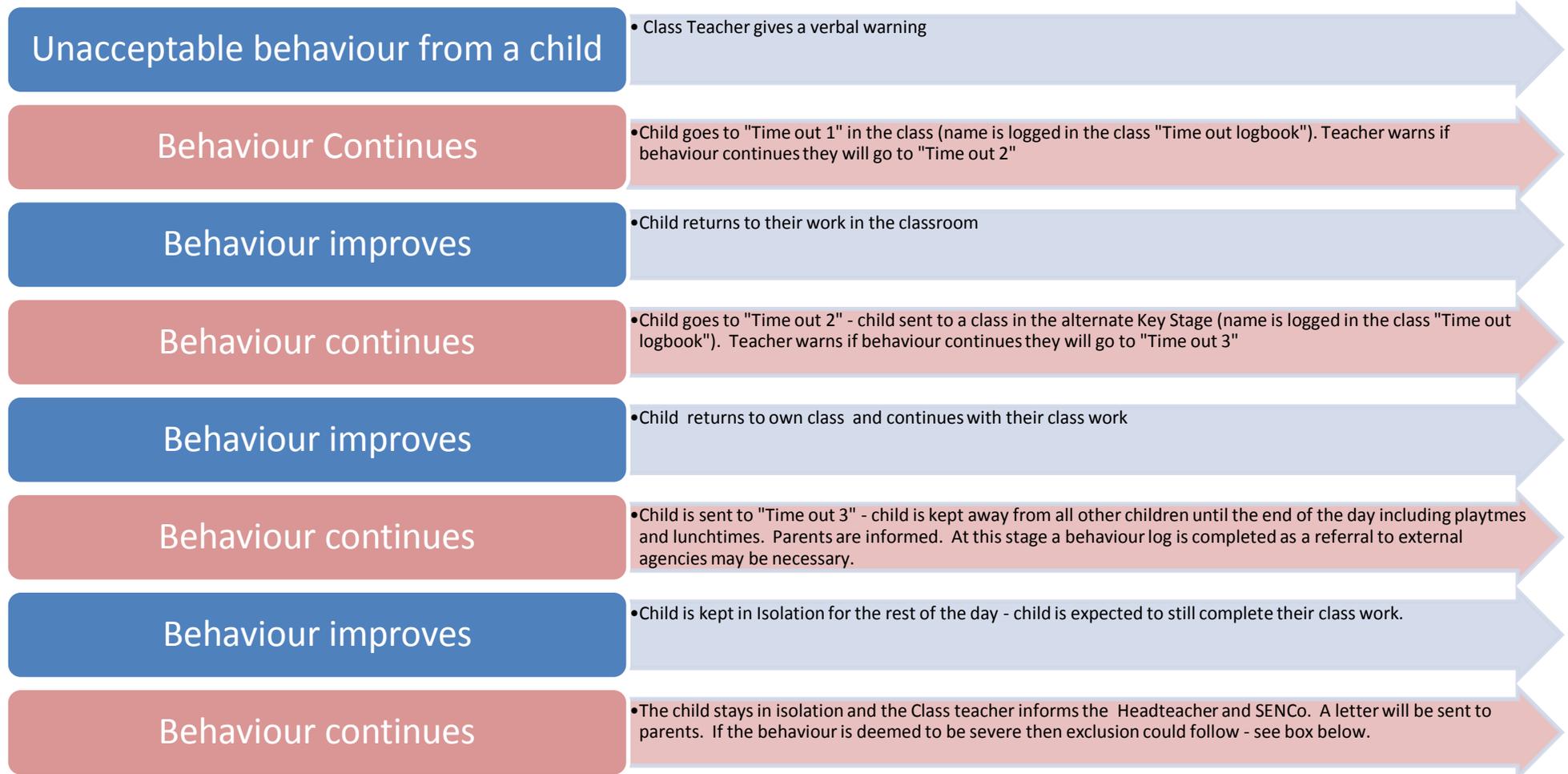
Key Stage Two – bronze 1-50, silver 51 – 100, gold, 101 – 150

### Pebble Pot

Year 1 – Year 3 will use a pebble pot system to reinforce good behaviour. When an adult sees good behaviour from an individual, one or more pebbles will be placed in the pot. Adults will use this as a tool to provide pupil role models and draw attention to good behaviour in the class. When the pebble pot is full, there will be a class reward.



Class Teacher to establish the behaviour that is expected from the children within their class.



Children will be excluded if they are found to be:

- Consistently bullying
- Cyber bullying
- Putting other children in danger with their actions
- Physical abuse towards a grown up
- Non accidental damage and theft

The length of exclusion depends on the severity of their actions

SEN

Some children demonstrate inappropriate behaviour due to SEN status. Tolerance levels will, therefore, vary and may require a different approach. On occasions a child may be helped by external agencies and could have a support plan in place and this must be followed by all.

Behaviour that cannot be tolerated includes:

- Intentional physical contact with another child – pushing, hitting, kicking, nipping.
- Aggressive threatening verbal abuse towards children or adults