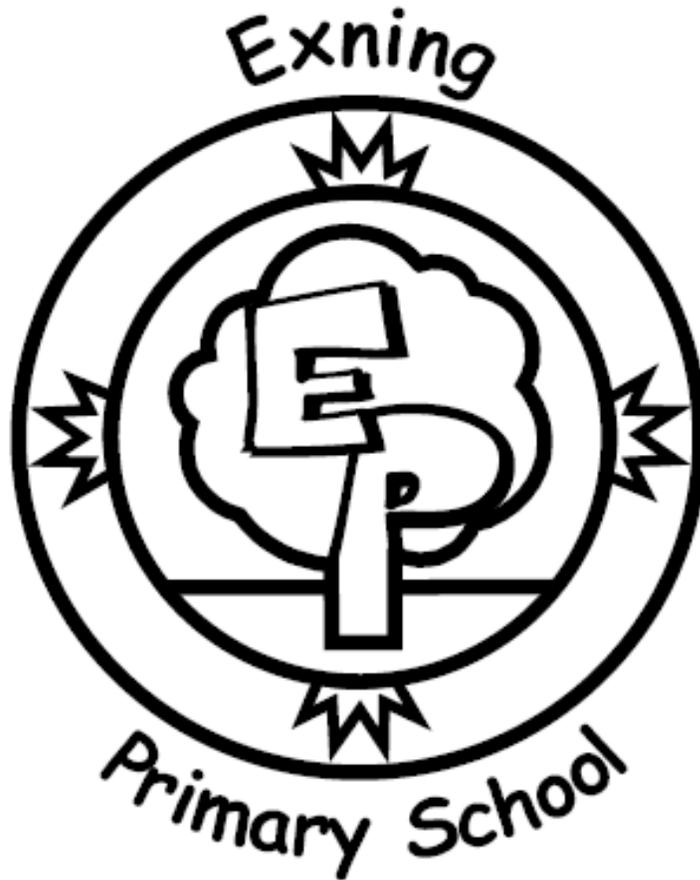


Exning Primary School



# *Behaviour Policy*

## **Exning Primary School**

### **Behaviour Policy**

All children have the right to learn.  
All children have the right to be safe.

All children are unique. This means that if children are to be treated fairly, they need to be treated differently.

At Exning School we have a firm, consistent and positive approach to behaviour management, promoting good behaviour at all times. The school community acknowledges the vital role of self-esteem and promoting this is an essential part of our policy. Behaviour is a shared responsibility between pupils, home and school. We welcome home-school communication and outline behaviour expectations clearly in our home-school agreement. It is expected that parents will support the professional judgements made by staff. Class Dojo is an online behaviour management tool that underpins our policy. It is important that children, parents and school staff are able to talk about issues/events which may affect the social, emotional and physical well-being of children at this school.

The Exning school rules are a set of rules that are clear and concise for every class. These are instilled in our children and are highly valued simple traits such as good manners, helping others and showing respect. Class teachers go through these at the start of every year, they are displayed in classrooms and around school and are referred to on a regular basis. There may be different wording of these rules that is applicable to KS1 or KS2.

#### **House Groups**

The children are split into house groups each one led by a member of staff. Children will be carefully allocated into houses and will have a house mascot and colour. The house teams have been put together taking into consideration gender, ability, friendships, character and potential behaviour issues. By doing this every team stands an equal chance of winning the most points. Siblings are placed in the same team.

This system encourages children to work together supporting and encouraging one another to build up as many house points as possible.

#### **House Points**

These points will be earned as individual incentive and accumulate to their house. Bonus 5 points can be awarded by any adult in school to individual children. These will be added to Class Dojo and counted at the end of the week. Bonus 5's can be earned in different ways for example- hard work, perseverance, good manners, kindness and being helpful.

The winning house will be announced in class each week. Every half term points will be totalled to find a winning house for the half term. They will be given a house incentive activity that will occur in school time, such as a film with popcorn or visit to the park.

There will also be a reward for children that have not had any consequences or have only had one consequence during the half term. We ensure that the children that are making good behaviour choices all the time are well recognised. Letters will be sent home to parents at the end of each half term notifying them of more than one consequence. Children will be awarded stickers recognising good choices for the half term.

The winning house at the end of the year will be rewarded with a day trip out of school. Parents may be asked for a small voluntary contribution towards the cost of the trip and a discount made for siblings.

We believe a clear system of warnings and consequences gives the children very clear messages about acceptable behaviour and gives the children a chance to make good choices and turn around behaviours.

Every session is regarded as a new session and everyday a new day, so that warnings that were given before lunch do not continue after lunch or follow on the next day.

Positive reinforcement of behaviour is an essential part of any behaviour policy and one we hold at the heart of our school. There are many children that work hard every day without ever needing warnings or consequences and we want to recognise these children with more emphasis.

Staff always take into consideration circumstances that are affecting behaviour in particular children identified as having social, emotional and behavioural difficulties.

Each half term, children that have had fewer than 2 consequences are rewarded with an afternoon of house treats or choosing. Children lose 15 minutes of the afternoon per consequence. If a child is part of the winning house team they do not get to join in the treat.

2 X consequences - 30 mins

3 X Consequences - 45 minutes

4 or more they do not join in choosing.

SLT will use their discretion to amend this accordingly.

### **Consequences**

Much as we value positive behaviour we know that there are times when behaviour is unacceptable and must be addressed.

There is a clear progression in dealing with unacceptable behaviour on a day to day basis.

- Step 1- reminder of behaviour we want to see for example "Well done to all the children who are listening."
- Step 2- warning "This is your warning, I need you to ..... If you do not do this you will have a consequence."
- Step 3- consequence. "You now have a consequence and will miss ten minutes of playtime as well as losing 5 points for your house team. "

Children who despite having had behaviour warnings go onto have a consequence will lose their team 5 points for that day. They lose 10 minutes of the next playtime or beginning of lunchtime. They will be asked to think about their behaviour and if necessary stay with an adult. These children will meet with the headteacher on a Friday morning to discuss their behaviour and to look ahead at the following week to ensure they do not get any further consequences. This enables us to monitor the frequency of children struggling with good behaviour choices.

Generally consequences are given if a child has failed to act upon a warning. There are times when an immediate consequence will be used; if they have deliberately, physically hurt someone or if they have used bad language. (This is down to teacher discretion)

Children in year 4, 5 and 6 that get two consequences within a week will be given a lunch time detention. They will eat their dinner and then go to the school office where they will be given work to complete.

If your child has had a consequence for hurting another child then a member of staff will inform parents/carers at the end of the day.

Children are not allowed mobile phones in school although we do recognise that some parents may prefer that children carry a mobile phone whilst walking to and from school. As identified in our Online Safety policy, all mobile phones should be handed into the office before school and collected after school. If we have reason to believe that children have got a mobile phone then we will search bags and pockets and confiscate phones where necessary.

There may be times when children need further support and intervention in making good behaviour choices, staff ensure that various options are discussed with parents and the child. Some of these strategies may involve:

- Use of personalised or individual Reward Card, celebrating successes and acknowledging where improvements can be made, where appropriate.
- Removal from class under adult supervision.
- Intervention from Headteacher
- Exclusion, fixed term or permanent. At Exning School exclusions are used only after other sanctions and strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the school or after a serious incident involving breaking the law. This is a disciplinary sanction to be used only by the Headteacher or the deputy in their absence. They will immediately inform the parents of the length of exclusion and the reason for it. This conforms to the procedures following the education Act of 2011. Parents will be given information in writing as soon as possible and also told that they have a right to make representations to the governing Body and the L.A. The L.A and Governors will be informed in writing when a pupil is excluded. Reports of exclusions will be made termly at the meeting of the Governing Body.

We provide children with an opportunity at each stage to make amends and work with children and staff to help resolve issues which may affect their behaviour such as friendship disputes and events outside school.

#### **How do we include children with particularly challenging behaviour?**

There will be some children who need a personalised approach to their specific behavioural needs. This means that the rewards, sanctions and stages are not the most appropriate means of dealing with their behaviour and other programmes of support and interventions may be used in consultation with external agencies.

#### **Celebrating Positive Learning Behaviour**

We ensure that good behaviour is constantly recognised by

- recognising children's good learning behaviour with 'Secrets of Success'
- Ensuring there is good communication with children and parents.
- Celebration of children's successes through verbal and written praise, smiles, thumbs up, stickers, stamps, Celebration and class assemblies.
- Sharing good work and behaviour on Class Dojo
- Children achieving a personal best are entered in the Silver Book. Each Friday there is a Celebration Assembly where we celebrate the Silver Book entries. Parents are invited to share their children's achievements.
- Children that gain three entries in the Silver Book within a school year are entered in the Gold Book and receive a Gold Certificate. There will only be one Gold Certificate awarded per child per year.

This policy was reviewed by on: .....

Signature of Headteacher: .....

Review date: Spring 2019