



Behaviour Policy

Author:	Mr Mark Clutsom
Link Governor:	Mrs Tasha Davis
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This policy outlines the school rules, rewards and sanctions for all children in our school. It is essential that all staff and visitors apply the rules consistently and fairly, as well as setting the high expectations by modelling the behaviours. It should be read in conjunction with the SEND, Single Equality Scheme and Exclusion policy documents (all available on the school website)

Our school rules are based on the 'Golden Rules' and underpin 'British Values'

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Each September, classes will discuss and agree class rules (no more than 6), and these will be displayed in the class for all to follow. These will be age appropriate and support the overall school rules.

In **all** situations it is essential that children are reminded of their choice – they have chosen to do – or not to do - the right thing. Part of the reminder from adults will be 'You either do... and this will happen, or you choose not to and this will happen....' It is vital that rewards and sanctions are followed through.

Please note that rewards and sanctions may vary according to the child's age, and should fit the achievement/misdemeanour.

Persistent poor behaviour

Those children with a behaviour plan need to have specific targets to be met (usually 3) and as these are met, they may be tweaked to make them more challenging in order to get the child back on track with the 'norm'.

If this continues, in consultation with the SENDCo, external support and assessments maybe necessary. However, this is only after all options have been explored.

Rewards and sanctions are age appropriate and therefore slightly different in KS1 as opposed to KS2. However, they are applied consistently in each respective KS.

Rewards

We aim to reward children for good behaviour and following the rules. These include:

- Praise (verbal and/or written)
- Stickers
- Move up chart **Green Dojo**
- certificate (class/certificate) **Green Dojo**
- Sending to another class to celebrate achievements/behaviours **additional Green Dojo**
- Headteacher awards (**5 Green Dojos**)

Green Dojo(s) (reported to parents via online system) and the same number to be issued for the child's team. Each half term, the winning team are given a group reward e.g. non-uniform day.

Sanctions in class

1. Warning / Made to repeat the action (e.g. polite sentence– please/thank you etc.) / go back and walk
2. Move to another area in class (time out)
3. Move down chart
4. **Red Dojo** to parent (missing break/lunchtime, where children are asked to reflect on their actions and help make better choices in the future)
5. **Red Dojo(s)** (reported to parents via online system) and the relevant number taken off their personal and team score.
6. Sent to another classroom (must have work to complete which they can access with no support)
7. Sent to Middle leader
8. Sent to SMT
9. Sent to Headteacher / SLT (**5 Red Dojos**)
10. Parent meeting (to discuss persistent poor choices)
11. Report card (see above)

Sanctions in the playground

1. Warning / Made to repeat the action (e.g. polite sentence– please/thank you etc.) / go back and walk
2. Time out zone in playground (5 mins)
3. Prevented from playing a game (e.g. island to island/ tag etc. – this could be for an extended period of time)
4. Record in playground log and sent to the Time to think room inc.
5. **Red Dojo** to parent (missing break/lunchtime, where children are asked to reflect on their actions and help make better choices in the future)
6. **Red Dojo(s)** (reported to parents via online system) and the relevant number taken off their personal and team score.
7. Sent to Middle leader
8. Sent to SMT
9. Sent to Headteacher / SLT (**5 Red Dojos**)
10. Parent meeting (to discuss persistent poor choices)
11. Report card (see above)

ABC

Antecedence, Behaviour, Consequence

It's essential that we keep track of behaviour so that we know if there are circumstances which keep causing an issue for the child we can address them. E.g. separating the children who continually fall out for a given period of time.

More extreme behaviour which needs more than a warning must be recorded in the behaviour log (copy in the staffroom) e.g. physical aggression or derogatory comments/language (including swearing) as well as homophobic/racist/gender language.

Code of Conduct

Charlestown Primary School is a safe, caring, happy place, where children and adults feel valued and respected.

This policy and its code of conduct has arisen from discussions with staff and children about how to make it clear to everyone what our expectations are, to ensure that we can concentrate on learning.

In our school we expect children and adults will:

- Be polite and friendly to each other
- Respect each other's belongings
- Take care of one another
- Listen to each other
- Respect each other's beliefs, cultures and differences
- Use a respectful tone when speaking to one another
- Follow school and classroom rules at all times and help others to do so

In the classroom we expect everyone will:

- Take care of the classroom environment and equipment
- Use 'inside' voices
- Follow classroom rules
- Take responsibility for class/group
- Try their best and participate
- Listen carefully

Whilst sitting on the carpet we expect children will:

- Sit still with hands and feet to themselves— no 'fiddling'
- Show listening behaviour—look at whoever is talking
- Signal when they want to speak—no shouting out
- Participate in the learning
- Not use water bottles

During registration we expect children will:

- Arrive on time and go straight to the carpet - sit and wait quietly
- Respond politely and appropriately
- Wait until register is finished before asking questions

In the playground we expect children will:

- Play together nicely, trying to work together to solve problems before approaching an adult
- Be aware of other people around them
- Allow other children to join in games and look after children who do not have anyone to play with
- Stop when the whistle is blown and stand quietly
- Line up in a straight line quietly before coming in to school

When lining up we expect children will:

- Stand quietly and sensibly facing forward
- Stay in specific order if asked
- Walk smartly and quietly - no hands in pockets

In the dining hall we expect everyone will:

- Come in quietly and sensibly, sitting down with feet under the tables
- Have good table manners - say please and thank you
- Use a knife and fork—not fingers
- Wait their turn patiently
- Stop immediately on signal
- Use indoor voices and listen to others—not shout across the tables
- Only eat their own food and keep food on the table
- Leave dining hall in a quiet manner, go straight to cloakroom without disturbing equipment or other people

In assembly we expect everyone will:

- Come into the hall promptly and quietly from the class-room
- Show listening behaviour
- Join in with singing and discussions etc.
- Sit still with hands and feet to themselves - no 'fiddling'
- Show respect whilst asked to reflect or pray

We expect parents will support school by:

- Spending time speaking to their child and listening to what they have to say
- Upholding the ethos and rules of the school
- Reading a bedtime story most nights and helping their child with any homework.
- Being polite and courteous to adults and children alike
- Talking to school if they have any concerns or compliments!
- Bringing and collecting their children on time
- Not discussing the business of school or children attending school in any public forum including social networking sites

Thank you for following our Code of Conduct**NB**

As behaviour changes, the school needs to adapt its response and therefore we reserve the right to implement appropriate rewards and sanctions when necessary.