

# All Saints Church of England Primary School



## Behaviour Policy

**Date of Review:** September 2017

**Date for next review:** Autumn 2020

**Approved by Governors: October 2017**

Our policy outlines how we encourage in children appropriate patterns of behaviour and standards of discipline. It is underpinned by the values encompassed in our Ethos Statement:

## School Ethos Statement

We are all part of God's wonderful creation and each of us is special.

We will care for and respect:  
our world  
our school community  
and  
ourselves.

Finding joy in learning, and growing..... *to be the best we can be.*

This, of course, implies that we each have a *responsibility* for our collective well-being.

## What is Behaviour?

Behaviour is the way we act and respond to people and to situations that we find ourselves in.

## Aims

Our primary aim is that every member of the school community feels valued and respected. We seek to run as an orderly, safe and corporate community expecting good manners and an awareness of the needs of others. We want all members of our school community to understand that how we behave impacts on others and that we are all ultimately responsible for our own behaviour. We promote positive behaviours to encourage good relationships which enable everyone to work together with the common purpose of helping everyone to learn. The school expects all members of the school community to show consideration and respect towards others. We treat all children fairly and this Behaviour Policy is applied consistently. There are clear sanctions to anti-social actions however we aim for the focus of this policy to encourage children to be the *'best they can be'* by promoting positive behaviours through reward and praise.

## Promoting Positive Behaviour

We have high expectations for staff and pupils to show excellent behaviour at all times. We have the '*Diamond Code of Conduct*' which all members of the school community are expected to follow at all times.

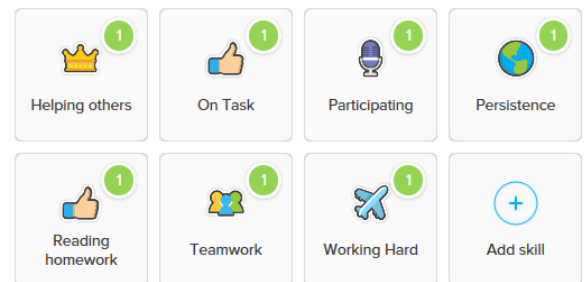
- ✓ *Care for and respect ourselves and each other, showing good manners at all times.*
- ✓ *Care for and respect our school and our environment.*
- ✓ *Work hard and follow instructions with thought and care.*

To support these goals we will teach the Diamond Code. At All Saints all staff will be involved in these. Good relationships are key to improving behaviour so we will promote the Diamond Rules every day, by following them ourselves and encouraging the pupils to do the same.

Any adult member of the school community or visitors to the school can award Diamond points to individuals or groups of children. These awards are celebrated in class with a Diamond reward chart. The class work together to collect points and rewards are given on a class basis. E.g. An extra playtime! This encourages children to motivate each other and celebrate success together.

## Promoting a Culture of Positive Learning Behaviour

We aim to create a positive environment where learning is valued and protected by all. Each class teacher congratulates children for demonstrating good attitudes to learning through reward and praise. Teachers set their classroom ethos through good relationships. They design their own rewards e.g. stickers, person of the week etc etc. As a school there is a reward scheme for children to collect points on an individual basis to encourage them to challenge themselves to 'be the best they can be'. Points are collected using the computerised class dojo system where class teachers can reward positive behaviours. They system allows a flexible approach to reward. For example; there are elements set by the leadership team reflecting school expectations, whole school initiatives for learning which might be linked to the SIP and also individualised learning targets. As children accrue points they can exchange them for rewards of their choice. Rewards are given a Do-Jo value and children can chose to save points to gain a more valuable reward.



We have clearly defined rewards for good behaviour:

**P** - Parents are informed by discussions with staff and Do-Jo points collected;

**R** - Rewards are given with Diamonds, Do-Jo's and other class based rewards;

**A** - Awards are celebrated in achievement assemblies - E.g. Star of the Week, Lunchtime awards and Certificates;

**I** - Intuitive/Individual - staff use own systems for rewards, such as table points, stickers, marbles in a jar;

**S** - Special responsibilities and rewards can be given to pupils;

**E** - Encouragement - Pupils are given verbal praise whenever possible.

## Promoting a positive ethos

Whenever possible, we will use each other's names when addressing each other and the pupils. This includes when marking books. We will always greet the pupils into their classroom at the start of the day and ask them how they are. We will encourage the children to return the good manners.

We all treat each other with respect. Some indicators:

- ✓ Using names when addressing each other
- ✓ Looking at people when addressing them
- ✓ Courtesy when passing through doorways - each thanking the other when a whole class walks through
- ✓ Moving around school in an orderly fashion
- ✓ Helping without waiting to be asked
- ✓ Taking responsibility
- ✓ Understanding that one person's mood and behaviour affects several others in some respect
- ✓ Adults' 'firm' voices are appropriate on occasions but the tone should be one of control rather than anger or intimidation. Shouting at children is never appropriate.
- ✓ Caring for property, equipment and our environment.

## **What will we do if we see unacceptable behaviour in our school?**

If children are well-motivated in lessons, have a broad and balanced curriculum and are encouraged to engage in productive play at break times, it is seldom necessary to intervene negatively with more than a reminder about what is acceptable behaviour and what is not. Children and adults are encouraged to apologise and forgive when appropriate.

At every age the clear message must be given to children that all behaviour has consequences. In how s/he chooses to behave, the pupil will determine whether the consequences are favourable or unpleasant.

We will not accept severe negative behaviour such as: bullying, racial, sexual or physical abuse, swearing or refusal to follow instructions.

We follow a **5 step approach** to unacceptable behaviour displayed through the use of a traffic light system: Children's names/ photos are displayed in the 'good to be green' zone of the traffic light.

- Step 1:** First verbal warning
- Step 2:** A recorded warning - move child's photo/name to the *first* amber strip
- Step 3:** Move to another place - move child's photo/name to the *second* amber strip
- Step 4:** A consequence must be given - name into the class red book and the loss of a break time.
- Step 5:** Referral to Headteacher, Deputy Head or Assistant Head; stay there for the rest of the session with work, sent by the class teacher, and to receive a 'supervised play'. Incidents are logged in the Supervised play book. The Headteacher will periodically review the supervised play book and arrange meetings with parents as appropriate.

***Forgiveness is an important part of the ethos of this school - no child acquires 'a bad name'. We reject undesirable behaviour; we never reject the child.***

Teachers are quick to recognise positive changes in behaviour by a fluid movement back to the green. Children are encouraged at every stage of the traffic light system to return to the 'Good to be Green'.

The traffic light system set back to green at the end of each day so they know that when they return they will have a new start.

If a child physically assaults another child they will automatically move to step 5. Where physical assault is serious, a fixed term exclusion may be given. This is at the discretion of the Headteacher. Parents informed by letter.

## **Supervised play**

Class teachers can keep children in at playtime as a consequence for poor behaviour. Low-level unacceptable behaviour is the responsibility of the class teacher. Unless things are serious, it is important that the teacher deals the consequence in order to ensure that children perceive their own teacher's status as 'someone to pay attention to'. In addition to classroom intervention, there is a 'Supervised Play' where a member of staff will be on duty to supervise children whose behaviour has caused concern. This is a high level consequence and should not be used for low-level incidents as it prevents the member of staff on duty from talking to the children most in need about their actions. Teaching staff should communicate why children have been sent to Supervised play to allow the teacher on duty to have reflective conversations to allow children to learn from their mistakes. Conversations should support children to understand why they were provoked into their actions, why their reactions were not appropriate, the impact of their behaviour on other people, what they should have done to resolve the situation and what they should do next to show they have understood their actions. Children complete a reflective sheet. Appendix 1 and 2

## **Intervention & Support**

For more persistent bad behaviour, various behaviour modification strategies will be applied, including a programme of pastoral care. Incentive sheets for recording incidents of desirable behaviour may be used. A child's behaviour may be monitored for a short time. Behaviour targets would be agreed by all parties, including the child, and the child's efforts and progress monitored regularly through the day. Records may be kept about responses to the undesirable behaviour.

A playtime and lunchtime club, led by the Learning Mentor, supports children who need additional support, to have a successful break. This provision might be a short term intervention or a long term support plan and is designed with the individual needs of the child in mind.

Internal exclusions might be imposed in instances of persistently poor behaviour or external agencies called in by the Inclusion Manager.

## **Children with Emotional and Behavioural Difficulties (EBD)**

Children with more acute emotional/ behavioural needs will be supported in accordance with our policy for Special Educational Needs (SEN). Where school-managed support proves to be insufficient within a realistic time frame we would make a referral to the Local Authority Learning and Behaviour Support for further assessment and diagnosis of the child's needs.

## Promoting Responsible Pupils

Pupils will be encouraged to self-assess and discuss their behaviour with their teachers.

The aim of this system is to promote and acknowledge the *good behaviour* of the majority of our pupils. It is difficult to measure the absence of a 'negative', but our success criteria might be that:

- ✓ *Every pupil has had more rewards than consequences*
- ✓ *Everyone - adults and pupils - can cite examples of how our school ethos statement is kept alive*
- ✓ *There is a shared partnership with parents and a shared knowledge about each pupil's behaviour in school.*

### Other related policies

- Anti-bullying
- Positive Handling
- Child Protection
- Safeguarding
- Special Educational Needs and Disability
- Single Equality Scheme

## Behaviour Protocol

In school		Playground	
Undesirable behaviour	Consequences	Undesirable behaviour	Consequences
Low level	Verbal warning <b>AMBER</b>	Low level	Verbal warning
No acceptable improvement	Recorded warning Move to another place or sent to another classroom/ Learning Mentor <b>AMBER</b>	No acceptable improvement	Sent to have 5 minutes 'time out' near wall
Repeated	Move to <b>RED</b> Name in <b>RED</b> book Loss of play/ Supervised play  Immediate withdrawal from class. Sent to Senior Leadership Team	Third instance	Recorded warning Issuing if a <b>RED CARD</b> Name in lunchtime <b>RED</b> book – reported to class teacher at end of lunchtime and class teacher to assess and sanction accordingly

### Serious Behaviour

4	All incidences of serious behaviour will be recorded onto CPOMS and logged into the <b>RED</b> book. Headteacher (or Deputy/Assistant in Headteacher's absence).	
5	Any first instance* of serious behaviour:	Lunchtime detention/ Supervised playtime <b>or</b> temporary exclusion at the Headteacher's discretion
6	Repeated incidences of any serious behaviour	Pupil put on report/ pastoral support plan/ SEN stage review Temporary or permanent exclusion in accordance with Local Authority guidelines and our Behaviour Policy





Name : \_\_\_\_\_ Date: \_\_\_\_\_

What did you do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why did you do it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What should you have done?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What value can help you?

Respect

Honesty

Compassion

Kindness

Responsibility

Friendship

\_\_\_\_\_

Name : \_\_\_\_\_ Date: \_\_\_\_\_

Honesty & Forgiveness

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Draw a picture to show you are sorry and cheer someone up!*