

## St Peter's C.E V.A First School

### Behaviour Policy

Our policy supports our motto '**Working together to achieve our best**' and our 3 golden rules:

**We care**

**We share**

**We tell the truth**

#### **Aims**

To ensure the safety and well being of all children, members of staff, helpers and visitors.

To direct children from inappropriate to appropriate behaviour.

To develop self-control in children and to help them to take responsibility and be accountable for their actions.

To develop the children's understanding that actions and choices have consequences.

To allow children to develop and demonstrate positive abilities and attitudes.

To protect the environment and resources

To encourage caring interaction between all members of the school community.

To develop positive role models.

To develop understanding of the need for rules to make for successful situations.

To contribute to high self-esteem for everyone at St Peter's.

#### **Setting Class Rules**

When working with a new group or class, time should be given to establishing a clear set of rules together. Discuss the need for rules with the children and listen to their suggestions. Help them to rephrase in a positive way if necessary. Eg Walk rather than don't run.

Produce a list of about 5 rules which will make for a happy environment. Display rules in a prominent place in the classroom where you can refer to

them if necessary. Remember to reward the children who are keeping the rules as well as reminding those who are not!

House Points and Zone Boards should be used to support good behaviour.

### **Zone Boards**

Zone Boards should be used in all KS1 and KS2 classes to promote good behaviour. Each day all the children should start in the green zone. Good behaviour could result in a child being moved to the silver and then gold zone, thus earning stickers and stamps. Inappropriate behaviour, (see Sanction Route) should result in a warning, followed by a move to orange and, if there is no improvement, to red. Intentionally, hurting someone else either verbally or physically, swearing or fighting should mean an immediate move to red. Children on orange or red may move back up the zone board if they resume acceptable behaviour. This is to be encouraged.

Zone Boards should be divided into 5 colours and have the following sentences attached to them.

Gold - I am choosing to behave brilliantly.

Silver - I am continuing to behave really well.

Green - I am choosing to behave myself as I should.

Orange - I am not behaving myself as I should.

Red - I am still misbehaving.

### **Foundation Stage**

Zone boards are not in operation in the Foundation stage. Instead each child should be given a flower with five petals. Each petal holds space for five stickers which are awarded for both good work and good behaviour. When a flower is completed with 25 stickers they should be invited to join the Headteacher for tea. Individual behaviour charts linked to a child's interest should also be used if appropriate.

### **Rewards**

Children of all abilities who try hard and do their best deserve praise, recognition and encouragement. Not only work should be praised but also acts of kindness, thoughtfulness, friendliness and helpfulness. Special achievements outside of school (eg sport, music, dance, etc) should also be acknowledged within the class setting and a note put in the celebration folder on the Head's door.

## Positive Reinforcement

Notice when children are doing what is wanted and comment positively on it.

Reward good behaviour with a move up the zone board.

Reward good work with stickers or a stamp on their 'Tea with Mrs OKP' card. The 10<sup>th</sup> stamp should be given by the Head who will then issue an invitation to join her for tea.

Send child to another teacher for recognition of good work and show other children what they have achieved.

Choose a child to receive a certificate at the Celebration assembly.

Tell parents/carers at the end of the day.

## Assertive Discipline Strategies

Express your expectations clearly in a positive way by telling the child/children what you want them to do. Eg. walk sensibly as opposed to don't run.

Remind children of choices and consequences for their actions.

## Sanctions

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour, and not the child that is unacceptable.

## Sanction Route

### Step 1

Inappropriate behaviour (listed below) will result in a **warning**. Continued poor behaviour will result in a move down the zone board to **orange** and then to **red** if necessary.

If a child is in **red** they should be sent to another classroom for a time out session.

The teacher in the receiving class room should direct the child to the zone board to think about their behaviour and what they need to do to improve. It may be also necessary to write a letter of apology eg if another child or adult has been hurt.

## **Inappropriate behaviour**

*This list is for illustrative purposes only and is by no means exhaustive.*

Disobeying any adult

Persistent shouting and calling out in the classroom

Persistent disruptive behaviour

Non-cooperation/compliance

Being unkind to others

**Swearing fighting or deliberately hurting others automatically means a move to red.**

### **Step 2**

Being in red 3 times in a week will result in the loss of privileges (good record keeping is imperative). This loss should be pertinent to the child and may include things such as loss of a playtime, loss of golden time, loss of football time, a ban from taking part in clubs, choirs, class/school jobs etc. During this time or when appropriate the child should write a behaviour note.

What I did.

Why it was wrong.

How I feel.

What can I do to improve my behaviour in the future.

It may also be appropriate to write a letter of apology.

### **Step 3**

In the event of more serious or prolonged disruptive behaviour parents/carers should be contacted either in person or by telephone and invited into school to discuss the way in which home and school can work together to help the child. At this stage SLT should also be informed

Appropriate actions may include

A verbal or written update at the end of the day to parents/carers.

Behaviour books or cards completed with smiley faces, for example.

### **Step 4**

Continued poor behaviour will result in the involvement of the Head teacher and Learning Behaviour Supports team (LBS) if appropriate. It may result in a fixed-term exclusion. Extreme behaviour may result in a permanent exclusion.

The above sanction route is appropriate for the majority of behaviour problems we have in school. In extreme cases other measures may be more suitable eg. The use of a Pastoral Support Plan (PSP) or a behaviour plan agreed to and consistently followed by all members of staff involved with the child.

We must always aim to apply rewards and sanctions **consistently**. If in any doubt please seek advice from an SLT member.

It is important that a record of all incidents of concern is kept. Serious incidents - damage to property or physical abuse of a member of staff or another child should be recorded in the numbered and bound book. A written signed and dated record should also be kept on a concerns form and given to the Head.

Children are regularly discussed at year meetings, key stage meetings and Senior Leadership Team meetings. Additional support is given to individuals (children and teachers) as necessary.

When children behave inappropriately it is important to consider the reasons for the behaviour. It may become apparent that the work is too easy, too difficult, or that the child has another anxiety. A quiet discussion will often highlight this and simple changes can be implemented to resolve the situation.

In the cases of concern about Special Educational Needs advice should be sought from the SENCO.

In cases of concern about child's self-esteem or well-being advice should be sought from the people or with responsibility for Child Protection. These are Tracey O'Keeffe-Pullan, (Headteacher) Judith Moran (SENCO) and Nicky Todd (Teacher Governor)

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