



# Sherborne C of E Primary School – Behaviour Policy

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Date of next review:  
Summer Term 2018

Version	Date	Page	Description of Change	Origin of Change
1	14/09/2016	All	Created new Behaviour Policy	All teachers

## Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Performance and Standards Committee.

Discussed by the staff: September 2016

Signed: \_\_\_\_\_

Discussed by the Governing Body: September 2016

Signed: \_\_\_\_\_

## Rationale

Good behaviour and discipline provide a foundation for the establishment of a secure, orderly and happy environment in which children can learn effectively and develop as caring, reflective and responsible members of the school and wider community. The school should ensure a safe and secure learning environment in which children feel settled, comfortable and confident enough to be able to achieve their fullest potential.

## Objectives

- To create a positive, well structured environment where teaching can have a real impact on pupils' progress and achievement
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own actions throughout the school
- To have a consistent and fair approach to behaviour across the school with parental cooperation and involvement to form a supportive partnership
- To make the boundaries of acceptable and unacceptable behaviour clear to all pupils
- To ensure that all children are safe and secure in the knowledge that they will be listened to whenever necessary, which will create a happy, caring and encouraging atmosphere

## What is expected of our children in our school

### **Whilst Working**

- Be positive in all that you do
- Concentrate and listen at all times
- Challenge yourself to do your very best at all times

### **Pupils Playing**

- Remember to be kind towards each other
- Your safety and the safety of others is of paramount importance
- Always play fairly and politely

### **Regarding Respect**

- Respect other children and their feelings
- Have respect for the adults in school who look after you
- Have respect for others' possessions including school property
- Be respectful to the wider world

We aim to encourage children to demonstrate good behaviour in accordance with our Five Golden School Rules (see appendix 1). We do this by creating a secure environment where pupils can learn and play, free from physical and emotional threat. Clear limits are set and maintained with rewards and sanctions being used to assist children in making 'informed choices'. Through our own modelled example, we set high standards of behaviour and encourage children to take responsibility for theirs.

### Home - School Partnership

- The school places considerable value and emphasis on working with parents to support their child's learning and development
- The Home-school Agreement sets out the responsibilities of parents, pupils and school and signifies a commitment to supporting the child's learning (see appendix 2)

### Strategies for encouraging good behaviour

#### **Core Principles**

At the heart of our 'Behaviour for Learning Policy' are these simple approaches:

- Clear – children need to know what is expected of them (where, when & why)
- Calm – to guide our pupils effectively we need to understand and consider children's emotions and viewpoint, and to achieve this we need to remain calm and focused at all times
- Caring – we are caring enough to be firm but mindful of being compassionate when necessary. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is lowered
- Consistent – all individuals will respond more effectively when they are approached positively, and therefore, when supporting our children, we will endeavor to approach the behaviours they display in a positive and supportive manner

#### **How we promote and encourage appropriate behaviour**

- Through staff, governors, parent helpers and children, giving 'positive feedback & reinforcement' at all times
- Modelling good behaviour traits where children can witness acceptable and appropriate forms of behaviour
- We praise good behaviour both privately and publicly
- We encourage the children to take responsibility for their own actions and behaviour
- We discourage unsociable behaviour by promoting mutual respect
- The Golden Rules form the framework to encourage social and academic behaviour. They are high profile around school and regularly revisited during collective worship

- House teams are organised within the school. The structure is family orientated, with the junior children contributing to and taking some responsibility for the care of the infants
- Awarding house points, to both infants and juniors, to reward positive recognition of good behaviour, effort, attitude and achievement. Stamps and stickers supplement these. House points are awarded as follows:
  - ★ 1 house point if a child has been polite, helpful, kind or voices a good idea;
  - ★ 2 house points if a child shows good effort in a lesson;
  - ★ 3 house points if a child shows good effort and their work follows the presentation policy;
  - ★ 4 house points if a child shows outstanding effort and attitude, with work which follows the school’s presentation policy;
  - ★ 5 house points if a child has clearly gone ‘above and beyond’ expectations.
- Older children are expected to be positive role models to encourage inclusion of all children at playtimes
- An expectation that all children will follow daily routines to ensure safety. These are regularly revisited in class and during collective worship.
- Circle Time is used as a vehicle to develop children’s’ self-awareness, self-discipline and to raise their self-esteem, all of which help to resolve conflicts and appreciate others’ viewpoints
- At Friday celebration assembly, staff nominate Golden Award Certificates for a range of reasons, including; children showing good behaviour, making wise decisions, being polite and well mannered, showing kindness and consideration towards others and for achievement and progress across the curriculum
- Through Collective Worship we support children’s understanding of our ‘Values’ by teaching the ‘Values for Life’ promoted by Gloucester Diocese. The children have chosen **3 Core** (*friendship, trust & respect*) and **3 Peripheral Values** (*thankfulness, courage & forgiveness*) to help understand how we, as individuals, need to interact with one another, accept & appreciate our differences and show empathy & compassion when necessary

### The Traffic Light System

- All classes use a ‘traffic light’ system to reward good behaviour and act as a deterrent to poor behaviour. At the beginning of each day, children’s names start on the green ‘light’. If a child shows good effort and attitude (as identified in Appendix 1), the child’s name should be moved up to the silver ‘light’. If the child remains on Silver for the remainder of the morning, they receive three house points. If a child shows an outstanding attitude to learning, their name should be moved up to the gold ‘light’. If the child remains on Gold for the rest of the morning, they will receive five house points.
- If a child shows poor effort or attitude, their name will be moved down to the amber ‘light’. If the child remains on Amber for the rest of the morning, they will miss five minutes of lunch time. If a child’s behaviour continues to be poor, their name will be moved down the red ‘light’. Children who remain on Red for the morning will miss ten minutes of their lunch time.

- Children can be moved up and down the traffic lights over the morning.
- After lunch, all children will start on the green 'light' again and house points are awarded at the end of the day. Children finishing on Amber or Red will miss part of the next day's break time.
- When a child finishes on Gold, the class teacher will make a record of this and make a brief comment about their behaviour. If a child finishes on Gold five times, the teacher will write a 'Golden Letter' to the child's parents, explaining what the letter is for and why their child's behaviour has been so outstanding. This letter is sent via post and not put in the child's book bag.
- When a child finishes on Red, the class teacher will record this using the Behaviour Incident Log (Appendix 3). If a child finishes on Red five times in a term, the class teacher will speak with the child's parents to discuss their concerns. This conversation is confidential and takes place in the classroom or the headteacher's office.

### Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands:

#### **Level One**

Misbehaviour that can be effectively managed within a classroom environment by the class teacher. A range of behaviour strategies should be used, including reminders, praise, ignoring, quiet warnings, teacher looks etc to encourage the child to focus on the task. After several warnings, the child's name will be moved down on the traffic light system.

#### **Level Two**

This is deemed to represent more serious misbehaviour that is not so easily managed within a classroom environment. The class teacher may involve parents and the deputy headteacher may also be involved.

#### **Level Three**

This is the highest and most serious level of misbehaviour and/or its persistence. This requires formal involvement of the Headteacher and parents. Additionally the Inclusion Officer, Educational Psychologist (EP) and/or other agencies may also become involved.

	Behaviour	Actions and sanctions
<b>Level 1: TEACHER</b>	Child not on task	Teacher look!
	Constant chatting/distracting others Repeatedly ignoring a given instruction Answering the teacher back Telling lies Constant interruptions	Log incident. Yellow traffic light
	Minor bad language	Log incident. Yellow traffic light followed by informal discussion with parents
	Unsafe movement around the classroom / school	Teacher to discuss with child
	<b>If any of the above are persistent (five times in a term), the class teacher will contact the parents to discuss the issue.</b>	
<b>Level 2: TEACHER AND DEPUTY HEADTEACHER</b>	Deliberately not completing tasks	Log incident. Stay in at break time in Reception room to complete work. Work given to parents at the end of the day and returned next morning, fully complete
	Deliberate destruction of peer's work Minor, deliberate vandalism Stealing / intent to steal Direct verbal abuse towards a peer(s) Threatening behaviour to another individual, staff or child Getting others into trouble Swearing (verbal or symbolic) Severe verbal abuse towards staff	Log incident. Apologise to victim. Letter of apology to victim. Miss two recreational periods.
<b>Level 3 – TEACHER AND HEADTEACHER</b>	Violence (hitting, kicking, thumping, punching) towards peers Pupil refuses to come in from break, lunch, PE or other outdoor activity	Log incident. Apologise to victim. Letter of apology to victim. Miss one week's (10) recreational periods. Inform parent(s)
	Vandalism of school building/property	Log incident. Parents informed. Miss six recreational periods. Repair or replace damaged property
	Persistent violent behaviour towards peers (twice in a six week period) Aggressive violent behaviour causing deliberate injury to others Violence towards adults Persistent offenders from Level 2	Log incident Parents informed Fixed term exclusion issued and Pastoral Support Plan (16 weeks)
	Leaving school premises without consent	Log incident Inform Headteacher immediately Police informed Parents informed
	Two failed Pastoral Support Plans (PSP)	Permanent Exclusion

### Dealing with playground incidents

- Teachers or midday supervisors on duty report any incidents to classroom teachers
- Serious incidents are recorded by the teacher / MDS on duty and explained to the Headteacher
- Class teachers support Midday Supervisors with exchanges of advice and information as appropriate

### Serious Incidents

- Staff dealing with a serious incident should send for assistance from another member of staff or the Headteacher
- Serious incidents are fully investigated and appropriate action taken
- Serious injuries are checked by the school's designated first-aid lead, details recorded in the accident book and the child monitored
- Parents are informed as appropriate
- A serious incident may result in a pupil being excluded from school for a fixed term. This decision will not be taken lightly and can only be made by the Headteacher or the Deputy Headteacher in his absence.

### Exclusions

If the decision is taken to issue a fixed term exclusion, procedures will be followed in line with September 2012 LA Exclusions Guidance and January 2015 official guidance from the Department for Education [www.gov.uk/government/organisation/departments-for-education](http://www.gov.uk/government/organisation/departments-for-education)

The Headteacher (or his deputy) may exclude a child for up to five days. All exclusions longer than this must be approved by the Chair of Governors.

## Appendix 1

### **Five Golden Rules**

1. Be positive about yourself.
2. Be polite and considerate to others.
3. Be respectful of the school environment and equipment.
4. Be ready to learn.
5. Be proud of your work, your class and your school.

## Appendix 2

Sherborne C of E Primary School

### ***“Encouraging children’s interest and enjoyment of learning”***

#### **Home-School Agreement**

The ‘Home-School Agreement’ outlines how parents, school and pupils can work in partnership with each other, securing the best possible outcomes for the pupil.

#### **Parents shall try to:**

- Make sure their child attends school regularly and punctually, appropriately equipped and fit for a full day’s work (school begins promptly at 8.50am and finishes at 3.15pm)
- Inform the school of any pupil absence on the first day, followed by a letter explaining the reason for this
- Inform the school if alternative arrangements have been made for the collection of their child
- Support and work with the school to encourage a positive attitude to education
- Support the school’s policies and guidelines for behaviour
- Attend Parents’ Evenings to discuss their child’s progress, attainment and attitudes to learning
- Let the school know about any concerns or problems that might affect their child’s work or behaviour
- Support their child in homework and other opportunities for home learning
- Encourage their child to read at home regularly and to provide opportunities to read to, and alongside them

#### **The school will:**

- Teach all statutory elements of the Primary National Curriculum, 2014
- Centre teaching and learning around the needs of the individual child
- Challenge and stretch pupils so that they achieve their full potential
- Encourage all pupils to succeed and achieve their very best
- Provide a secure, caring and stimulating environment in which children are encouraged to learn, work and play happily together
- Let parents know about any concerns or problems that affect their child’s work or behaviour
- Listen to, discuss and follow-up as appropriate, any concerns raised by pupils or parents
- Provide three Parents’ Evenings per year, to discuss progress and any issues which may arise

- Provide an annual written report, which includes information about progress, attainment and identifies targets for further improvement
- Keep parents informed about school activities through letters, notices, the school website and about special events
- Set, mark and monitor homework as appropriate to each Key Stage

**The child will:**

- Be kind, polite, courteous and helpful towards others (peers and all adults, including volunteers)
- Show consideration and respect for others and their belongings
- Treat others as you would like them to treat you
- Behave sensibly and do as you are asked, the first time of asking
- Listen carefully, concentrate fully and focus upon each task as appropriate
- Do all classwork and homework to the best of your ability
- Be well organised, wear coats to and during school (when necessary), and have PE kit in school at all times
- Look after our school, its beautiful grounds and all its equipment

Signed: \_\_\_\_\_  
(Parent)

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

Signed: \_\_\_\_\_  
(Headteacher)

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

### Appendix 3: Behaviour Incident Log

<u>Pupil's Name</u>	<u>Pupil's Class</u>	<u>Witnesses (and initials)</u>
<u>Date and Time</u>	<u>Victim(s)</u>	
<u>Where the incident happened</u>		
Level 1	Level 2	Level 3
<p><b>Details of the incident (build up, the actual incident, the aftermath; include observations from range of witnesses as well as victim and perpetrator if appropriate. Use initials).</b></p>		
<u>Action Taken</u>		