

BEHAVIOUR POLICY

Introduction

- The aim of the school's Behaviour Policy is for every member of the school community to feel valued and respected, safe and for all persons to be treated fairly.
- We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.
- The primary aim of the behaviour policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The aim of the policy is also to provide a consistent approach to behaviour management.
- This policy includes children in the **Early Years Foundation Stage (EYFS)**.
- **No form of physical or other corporal punishment is used or threatened** by those responsible for the behaviour of children at the school.

This Policy has written with reference to ***Behaviour and discipline in schools: advice for headteachers and school staff*** (DfE) January 2016

A Positive Approach to Good Behaviour

We believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Rewards

We do not use a system of extrinsic rewards (stickers, stars, points), rather we reinforce good behaviour through intrinsic rewards helping our children feel good about themselves, raising their self-esteem and developing self-discipline.

- All members of the school community are committed to the school's core belief that celebrating success helps children to achieve more;
- Teachers use every opportunity to praise success and good behaviour;
- Children are shown how to praise each other's successes;
- Teachers regularly encourage children to share their successes with other classes, teachers and the Principal;
- Gatherings give opportunities to celebrate success and to provide a forum to raise expectations of the school.

Respectful Communication and Problem Solving

Relationships between children and teachers are based on a strong ethos of respect and communication.

- Mutual respect is maintained through active listening and encouraging children to express their feelings both to adults and to each other;
- Teachers model respect and co-operation by showing respect for the children and other adults and by a caring and friendly attitude;

- Relationships are free of judgement and evaluation and staff take care not to use labels for the children;
- Adults at the school take an active role in helping children to resolve their problems constructively without bullying or blame.

Acceptable Behaviour

Children and teachers discuss and set clear 'rules' of acceptable behaviour. The school also sets clear boundaries and behaviour expectations.

The school does not use a system of extrinsic rewards or punishments and believes that through the strong emotional intelligence model children learn to respect each other and the adults around them and learn to communicate their needs and feelings appropriately.

Regular use is made of circle time as an opportunity to talk about feelings, to discuss expectations of behaviour and resolve problems as a group.

Sanctions

Steps to be taken when a child's behaviour falls below the standard which could reasonably be expected of them.

Any sanction taken must have regard to the age of the child, disability, special educational need, race and other equalities and rights. It must be reasonable and proportionate.

- 1) The child is given **a clear indication of any behaviour that the teacher considers to be inappropriate or unacceptable** and the expectation that the behaviour will stop immediately;
- 2) If the behaviour continues and is affecting the learning of other children, the child needs to be removed from the group to continue their work/activity on their own or given **'time out'** if this is appropriate. The child should be given **a clear reason for the decision to remove them from the group** and, if appropriate, when they can return to the group;

The following steps are not applicable to children in the EYFS

- 3) A continuation of the behaviour will result in the child being required to **continue their work/activity in** another class or under the supervision of another teacher/teaching assistant;
- 4) A child may be required to work in the **Principal's office** if it is considered inappropriate for the child to work in another class or where they may cause further disruption to the learning of others;

Lost Learning

Where the behaviour has resulted in time being wasted - either for the child concerned or for those affected by the behaviour, then the child will be required to make up the time referred to in school as **'lost learning'**. This can take place in the child's own time (ie playtime) or during other activities as appropriate. 'Lost learning' will usually take place during the school day. The teacher will decide the appropriate amount of 'lost learning' time to be appropriate based on each individual situation.

Acts of violence or aggressive behaviour (all children in the school)

The school does not tolerate acts of violent, aggressive or threatening behaviour towards other children or adults within the school community

Acts of violence or aggressive behaviour such as hitting, kicking, biting, scratching or aggressive pushing will always be referred to a member of the senior leadership team, who will assess the circumstances surrounding the incident and take account of previous incidents involving the child. Appropriate sanctions will be considered, such as **working in the Principal's office** or contacting a parent to take the child home (referred to as a short-term exclusion which can be extended up to a period not exceeding five days). See Exclusions Policy for further procedures regarding this course of action.

Keeping parents informed

- Behaviour or incidents of a serious nature are recorded on an incident report when considered appropriate. The class teacher will inform the parent/carer at the end of the day of any serious incidents or behaviours and all instances of the use of physical intervention or reasonable force;
- Parents will always be informed of acts of violence or aggressive behaviour towards other children or adults.
- If a problem with a child does not resolve at school or if there are recurring problems, the class teacher will arrange a meeting with the parent or carer to discuss what might be causing the behaviour and agree a common strategy for dealing with the problem and methods for recording. Commonly this may include setting up a regular 'reporting' meeting which involves the child as well as the parent and teacher.
- The final measure is for a meeting to be arranged with the parent, teacher and Principal to discuss appropriate '**next step**' strategies. This may involve considering whether a multi-agency assessment is necessary or specific paediatric/psychologist assessment or therapeutic support (ie play therapy).
- The school may decide that short term or full exclusion may be an appropriate course of action. See **Exclusion Policy**. Our Exclusion policy should be seen as an integral part of our Behaviour Policy.

Monitoring and review

This policy is monitored by the Principals of the school annually, or sooner if necessary

Current review dated: 14/10/2019

Next Review date: October 2020

Mark Hunter