

BEHAVIOUR POLICY

The Governors and staff of Earith School believe that positive attitudes and behaviour enable our children to make the most of school experiences and aid success in learning.

Every adult at Earith will follow this Policy and will be an exemplary role model for pupils. We will be consistent, positive, firm but fair in our expectations and the way we manage behaviour. We will not use sarcasm, demeaning, personal, or humiliating comments to make children compliant. We criticise the action, not the person.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we, as teachers, can assist children to manage their behaviour more effectively.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging through achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom, with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

The Teachers' Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

The Teaching Assistants' Role

Teaching Assistants are required to support teachers in the establishment of consistent levels of acceptable behaviour, to implement the whole school behaviour management system, and to use praise and rewards in order to encourage positive behaviour. Teaching Assistants can apply sanctions in accordance with school policy.

The Governors' Role

The legal responsibility for the discipline of the school lies with the governors who have delegated the day-to-day management to the Headteacher. The Headteacher is legally required to publicise the behaviour policy and make it available on the school website.

Rules

School rules are kept to an essential. They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Our School Rules

Be respectful
Be safe
Be your best

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action, however, will be with understanding and in keeping with that of a responsible parent.

These basic rules are displayed in all classrooms and corridors and regularly verbalised throughout the school

Behaviour Guidelines	Procedures
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A **'no shouting' policy** is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If a child should **run out of school** for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses.

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play.

Children are not allowed into certain areas of the school unaccompanied/ unauthorised for Health and Safety Reasons. These areas are the Caretaker's cupboards, the PE store, the Chair/Dining Tables store, The Art Room, The Maths cupboard, Resources room, Quiet room, the Hub. Outdoors areas where children are not allowed unsupervised are the pond, sensory garden, allotment area.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

General

- Favourable comments can and should be entered on pieces of work.
- Verbal praise given as appropriate and specifically comments on a particular thing eg Well done Fred you have been very kind by helping your friend when they were hurt.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. Star of the Week, Heads Awards
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.

- A visit to the Headteacher for commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Buddy System, Play leaders, Schools Council, Eco Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole school rewards

Our weekly Celebration Assemblies will provide a positive focus for the celebration of all achievement (Stars of the Week). Each class will award two certificates (the focus of these changing each term).

Three children are chosen each week to receive a 'Meerkat Manner' certificate. This is linked to the manner of the week, for example 'using a polite tone of voice' and all staff make nominations.

Each class will establish its own system of class rewards negotiated between the children and adults. This will allow the children to have a sense of ownership over the reward system within their classroom. Suitable reward systems may be where the children have to earn points or marbles to earn whole class rewards or table/team rewards. These rewards such as a baking treat, sports afternoons, DVD afternoon, wearing PJs to school, Star of the Day or Pupil of the Week are also most effective if negotiated with the children.

At the end of each half term, a child from each year group is nominated to receive a 'Head Teacher's Award' in a special assembly. Parents/carers are invited to attend.

Behaviour Guidelines	Consequences
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Consequences (refer to Pyramid)

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which vary between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

- If behaviour results in physical or verbal abuse towards a pupil/teacher/adult an Incident form should be completed and
- If physical intervention of any kind is required then an 'Incident' record should be completed as soon as possible and also recorded in the Physical Intervention book
- Any other incident deemed 'serious' or resulting in injury should be recorded in an Incident form and recorded in the Physical Intervention book.

We have an agreed system of consequences in response to unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.
- All staff will follow a pyramid system of escalation

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was not a sensible thing to do because...' and not 'You are not a sensible boy'.

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following agreed system should be adhered to.

Each class will implement a **Red/Amber/Green traffic lights system** to manage class room behaviour. All children will commence the day on green. Traffic lights will also be displayed in class with green at the top as this is more encouraging and the inappropriate behaviour is seen to be at the bottom of the traffic lights. Following a warning a child can be put on amber. They will also be given the opportunity to turn their behaviour around and win back their place on green by displaying exemplary behaviour. Should they fail to do so they will miss two minutes at the next playtime and will be encouraged to reflect upon their behaviour. If however they choose to ignore warnings and continue to display low level disruptive behaviours they will be put on red and will miss ten minutes of their next playtime. Teachers have discretion in "one-off " situations to reduce this time if a child has made effort "above and beyond " in order to turn things around. Teachers need to record when children are put on red. Three incidents of red within a week will result in the teacher contacting the child's parents to discuss the matter. If the behaviour continues or disrupts the learning of others a child may be given time out in another classroom. The child needs to be taken to the classroom by a TA and collected after 10 minutes. At any time the teacher may also choose to involve a senior member of staff to have a word with a child who needs to be reminded about making correct choices. Continued occurrence of red card behaviours will result in the Head of School or Head Teacher contacting parents in order to discuss behaviour and to implement a plan for improvement.

Examples of Unacceptable Behaviour:

- This might include:
 1. Bullying
 2. Prejudice related incidents
 3. Unprovoked aggression
 4. Fighting
 5. Causing deliberate damage
 6. Telling lies to avoid the consequences of their behaviour
 7. Spitting
 8. Swearing
 9. Stealing
 10. Deliberate rudeness to adults
 11. Disrupting lessons, including leaving classroom without permission, and therefore having a detrimental effect on the learning of other pupils.

Where a pupil's behaviour is of a concern the following strategies can be implemented in partnership with parents and outside agencies in order to promote positive behaviour. The Head of School/ Head teacher /SENCO will lead.

- PSP Meeting with parents/child to agree the way forward.

- Clear/realistic targets for behaviour agreed.
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider 'Early Help'.
- Behaviour Contract
- Consider EHCP (Educational Health and Care plan)

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Parents/carers' Responsibilities

We encourage parents/carers to be aware of the school codes of conduct and expectations and to support the implementation of this Behaviour Policy. We look to our parents/carers to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parents/carers to foster good relations with the school and to show an interest in what their child does there. The school greatly appreciates the proactive support of parents and carers, and always encourages communication with staff on matters related to the pupils.

Children's Responsibilities

We expect every pupil to be polite, attentive and respectful, and to accept that they are responsible for their own actions. Aggression and insolence towards staff are not tolerated. Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community, both adult and child. Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school.

Learning Behaviour

In order to support learning behaviour in the class we will be using the 5RS. The children will be reminded of these regularly and will understand their meaning. They will be displayed in all classrooms.

These are:

Resilience -

Responsibility

Readiness

Reflectiveness

Resourcefulness