



As a Rights Respecting School we recognise

Article 28: 'Every child has the right to an education. Discipline in schools must respect children's human dignity' and

Article 19: 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

BEHAVIOUR POLICY

(Please refer to anti-bullying policy where appropriate)

Aims and expectations

- Encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The Rights Respecting School programme is central to the development of positive behaviour in the school.

Here are our three whole school rules:-

- 1) To show respect and good manners at all times**
- 2) To follow instructions with thought and care**
- 3) To care for everyone and everything.**

Each class will also have its own class charter based on the articles of the United Nations Convention on the Rights of a Child (UNCRC) to ensure all children access their rights at all times.

Children's responsibilities

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect, in and out of school
- To follow the instructions of all the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults.

Staff responsibilities

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.

Parents' responsibilities

- To follow the Home/School agreement as appropriate
- To make children aware of appropriate behaviour in all situations, both in and out of school
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school.
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- **To alert the school as soon as there are any concerns.**

What we do to encourage positive behaviour?

- We make clear our expectations of good behaviour and discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We praise good behaviour and effort
- We encourage children to make the right choices and consider the consequences of their actions
- Behaviour Reward Assemblies to recognise those children with outstanding behaviour
- Values assemblies
- We refer to the Home/ School Agreement and Behaviour Charter regularly
- Regular PHSE and R-time lessons
- Lunchtimes: stickers for good manners, behaviour, helpfulness at lunchtime
- Visiting Head teacher or senior management team for praise.

What we do to reward positive attitudes?

- Instant verbal praise or written comment on work where appropriate
- Positive acknowledgements for achievement, effort, attitude and all other positive aspects of behaviour
- PRIDE certificates
- Celebration Assemblies
- Class zone board & agreed rewards.

What we do if your child makes the wrong choice?

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour.

Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences within our behaviour tracking will be taken:

Zone board guidance

A zone board is a visual representation of the behaviour choices being made by individuals and whole classes.

All actions are related to our school rules

- ~ Show respect and good manners at all times
 - ~ Follow instructions with thought and care
 - ~ Care for everyone and everything
- (R-Time)

The following of these rules affects all movement up and down the zone board.

GREEN

Remember: Green is great

It is an expectation that school rules are followed- this will result in children being in green and that is a great place to be.

Lots of positive reinforcement about being 'in green' is needed and this needs to be clearly related to the school rules.

ORANGE

Remember: Orange is a warning

If a child is not following a school rule a verbal warning is given. If the behaviour continues, or is replaced by another unacceptable behaviour it is then an immediate move to orange. This gives a chance to reflect, change behaviour and return to green.

If the behaviour continues it is RED.

RED

Remember: Red is really serious

The red zone WILL have a consequence which is selected from this list:

5 minutes time out/thinking time at another table (on first visit to red)

Move seat

Work in another classroom

Loss of privilege/responsibility

This is NOT a hierarchy of sanctions- professional judgment will be used to select the consequence and then follow it through.

Once behaviour is modified a child will immediately return to orange (children should not stay in red after the five minutes time out has been carried out) and can eventually return back to green.

Two visits to red in the same day will result in a red letter being sent home explaining the unacceptable behaviour.

Sample note home:

Dear Parent/Carer

I am writing to inform you that has made a number of poor decisions with regards to their behaviour in class today. They have broken the school rule of and this has resulted in disruption to their own learning and also that of others around them.

We are grateful of your support of our decisions and trust that you will speak to them about their behaviour and expectations. At home this evening, it would be beneficial if you could speak to them about the choices they are making.

Many Thanks

.....
Class Teacher.

An instant red (skipping orange) follows immediately after an incident occurs which falls under our school Zero Tolerance policy (as detailed below). This is the equivalent of two visits to red and will result in a note home as above. Plus involvement of the Key Stage Leader.

What are our Zero Tolerances?

- Rudeness/swearing towards staff
- Refusal to follow instructions
- Striking a member of staff
- Threat of violence/violence towards staff/other adults/children
- Physical aggression
- Fighting

- Bullying, both in and out of school, including online incidences
- Racism
- Vandalism/Damage to property
- Theft

Where one of these occur the following consequences will be applied as appropriate:

- ✓ Involvement of headteacher/deputy head
- ✓ Phone call with parents followed by letter
- ✓ Exclusion – lunchtime/temporary/permanent

Senior management will be involved in any situations where a child returns to Red a 3rd time in one day.

SILVER

Silver is for reinforcing positive behaviours.

A move to silver will result from being spotted following the rules really well, this is especially important after a child has moved down. There MUST be 3 times more positive comments or behaviours in order to reach silver. If a child is in silver they will receive a silver star to add to their reward card.

Children reaching silver regularly will have stickers/notes/postcards/texts home to inform parents of their consistent good behaviour.

20 Silver stars results in an invitation to tea with either the Head or Deputy Head and every multiple of 20 reached thereafter.

GOLD

Gold is outstanding.

Gold is for exceptional following of school rules and is about reinforcing positive behaviour.

A child who is in gold will receive a gold sticker at the end of the day. This will be recorded on their reward card. Once they have 5 awards a hand written gold letter will be sent home with an invitation to achievement assembly to see a certificate presented to the child.

When a child reaches 10 gold stickers they will then receive a hand written gold letter will be sent home with an invitation to achievement assembly to see a certificate and badge presented to the child.

On the rare occasion a child reaches 20 gold stars a letter and presentation will happen as mentioned before. They will also be given the opportunity to wear a different coloured tie (until the end of the following term although they can be removed if behaviour deteriorates) to mark them out as a behaviour ambassador.

The role of the head teacher

The head teacher supports the staff by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour, both in, and out of, school, in accordance with the DfE document '[Exclusion from maintained schools, Academies and pupil referral units](#)', and '[Behaviour and discipline in schools \(2014\)](#)'.

For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Policy Reviewed: Autumn 2015