



# Behaviour Policy

**Last Reviewed:** April 2019  
**Next Review date:** April 2021

## **I. INTRODUCTION**

At Temple Grafton C of E Primary School we want everyone to feel valued, respected and safe. We are committed to providing a caring, safe and nurturing environment, underpinned by our Christian Values, in which all children can do their best and reach their potential academically, emotionally, physically and spiritually. The primary aim of our Behaviour Policy is not to enforce rules but to promote good relationships so that everyone can work together with the common purpose of helping each other to learn and grow. We recognise that high standards in behaviour are best promoted when everyone has a shared understanding of what is acceptable and unacceptable behaviour.

### **I.1 The purpose of this policy is: -**

- To encourage a positive, purposeful and happy atmosphere within the school so that effective learning and teaching can take place;
- To establish clear guidelines and rules, based on common sense, safety and Christian Values by which the school will operate;
- To promote the school's Christian values which foster and encourage positive behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To ensure praising and rewarding positive attitudes to behaviour and learning are implemented consistently and fairly across the school;
- To establish a clear system of sanctions to be used when a child's behaviour does not meet our expectations;
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour;
- To ensure that the school's expectations and strategies are widely known and understood.

**I.2 Children should begin to learn about good behaviour at home before compulsory school age. Building on this foundation, and in partnership with parents, we aim to create a happy, friendly, safe and caring environment where children grow to respect: -**

- one another
- themselves
- all staff and other adults working in school
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school

**1.3** This policy sets out: -

- what we mean by good behaviour and inappropriate behaviour
- rewards for good behaviour
- sanctions for inappropriate behaviour
- contact with parents
- the role of Year 6 pupils

**1.4** It is a statutory requirement for schools to have such policies and to publish them on the school's website.

**1.5** This policy will be reviewed every two years by the Senior Leadership Team and Governing Body.

## **2. OUR SCHOOL ETHOS**

**2.1** We recognise that all adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

**2.2** All adults in the school should aim to: -

- create a positive climate with realistic expectations and clear boundaries;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a safe, supportive and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- promote, through example, the language of Protective Behaviours.

### 3. THE CURRICULUM AND LEARNING

3.1 A creative and well-structured curriculum that ensures effective, enjoyable learning and high levels of engagement contributes significantly to high standards of behaviour. When children are actively involved in and enjoying their learning this helps to avoid children becoming disengaged which can be the root cause of poor behaviour in the classroom.

3.2 Feedback should be used to provide positive reinforcement to children on their progress and next steps to achieve. Feedback should signal to children that their efforts are valued and that progress matters.

### 4. SCHOOL RULES

4.1 Our School Rules are based on The Golden Rules:

<b>We are gentle</b>	<b>Do not hurt anybody</b>
<b>We are kind and helpful</b>	<b>Do not hurt people's feelings</b>
<b>We work hard</b>	<b>Do not waste your or other people's time</b>
<b>We look after property</b>	<b>Do not waste or damage things</b>
<b>Do listen to people</b>	<b>Do not interrupt</b>
<b>Do be honest</b>	<b>Do not cover up the truth</b>

### 5. GOOD BEHAVIOUR

5.1 Good behaviour in this school means that everyone: -

- follows our Golden Rules
- shows courtesy, consideration and respect for others
- is honest and truthful
- works and plays together co-operatively
- cares for one another
- moves about the school in a calm, orderly manner
- has respect for school property and the property of others
- uses common conventions ('please', 'thank-you', 'sorry' etc) appropriately

## **5.2 WHOLE SCHOOL STRATEGIES FOR TEACHING OF GOOD BEHAVIOUR**

- Promoting high expectations of good behaviour is the responsibility of all staff members and all adults will always provide a positive role model to pupils and other adults.
- The Power of Praise – as a school we recognise that the impact of providing specific positive praise cannot be underestimated as means of reinforcing and motivating good behaviour.
- Having a proactive approach to engaging with parents and carers – adults within the school aim to share positive feedback on children’s efforts and behaviour on a regular basis. This may be done face to face at the end of the day or by means of an email, a note home or a phone call.
- Moral and spiritual awareness will be promoted both within and beyond the classroom through collective worship, daily reminders and links with the curriculum.
- Within the classroom teachers and teaching assistants set clear boundaries and ensure that expectations of behaviour are clear and consistent.
- At the start of the school year, each class teacher will discuss the school rules their each class. In addition to the school’s Golden Rules, each class also has its own classroom code, which is agreed by the children and usually displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- Inappropriate behaviour will be dealt with promptly and appropriately.
- When dealing with inappropriate behaviour, there needs to be awareness that it is the ‘behaviour’ that is being addressed rather than the child.
- As appropriate to the age of the children, teachers will use teaching strategies to develop empathy, improve self-esteem, cooperation and team work
- All adults have a responsibility to ensure effective supervision at lunchtime and playtime
- All adults will take time to listen to what the children say and to investigate any accusations made and follow up incidents with all those involved.
- Worrying incidents will be reported immediately to the class teacher, a senior teacher or the headteacher as appropriate.

**Good behaviour should always be valued, celebrated and praised.**

## **6. INAPPROPRIATE BEHAVIOUR**

6.1 In our school the following forms of inappropriate behaviour will not be tolerated: -

- persistent classroom misconduct which interferes with the learning of other children
- aggressive or violent behaviour, including thoughtless, dangerous play
- rude or abusive language, including deliberately using unkind words, swearing or spitting
- defiance i.e. refusing to do as you are told including answering back.
- acts of vandalism to school property, including graffiti
- stealing
- bullying, including acts of violence, taunting, persistent name calling (refer to the school's Anti-Bullying Policy)

## **7. REWARDS FOR GOOD BEHAVIOUR**

7.1 A child can earn a Golden Brick for actions which demonstrate that they are following our Golden Rules. When Golden Bricks are awarded, the adult will make clear which Golden Rule has been observed and praise accordingly.

7.2 When a child earns a Golden Brick it is put onto the Golden Wall in the classroom. At the end of each term the Golden Bricks are entered into a raffle and one child in each class will win a Golden Brick Award

7.3 Individual class teachers will devise their own systems for rewarding good work in a manner which is appropriate to the age and development of the children - e.g sticker charts, diddy-dots, team points.

## **8. STAR OF THE WEEK**

8.1 Star of the Week Awards are nominated by class teachers for learning and may also be given for good behaviour. These are awarded during the weekly Celebration Assembly on Friday afternoons and parents/carers are invited to share the celebration.

## **9. SANCTIONS FOR INAPPROPRIATE BEHAVIOUR**

9.1 Throughout the school year, teachers regularly praise their classes for following the Golden Rules and for displaying good behaviour. For the majority of our children this praise acts as a positive reminder and this alongside the occasional reprimand from a member of staff will be all that is necessary during their time at the school. Reprimands by staff will be carried out in a way designed not to humiliate the child with a clear focus on the behaviour and not the child. At all times staff will endeavour to reprimand children in private rather than in front of others.

9.2 If a child's behaviour is disrupting the learning of others, and the child has not responded to verbal prompts to modify their behaviour, the support of senior leadership may be sought by means of the help triangle. On these occasions the child asked to leave the classroom under the supervision of another member of staff. At all times, the aim will be to return the child to class as promptly as possible so that they can resume their learning. No child will ever be asked to stand outside a classroom unsupervised

9.3 The school employs a variety of steps to manage inappropriate behaviour. These include:-

1. Prompts and reminders of expected behaviour e.g. Is everything all right? I need you to....
2. Verbal reprimand
2. Verbal reprimand and removal of privileges such as playtime and lunchtime (at the teacher's discretion),
3. The teacher will ask parents to meet with them if their child has been persistently misbehaving or involved in a serious incident.
4. Involvement of the Headteacher and further contact with parents.
5. The Headteacher may consider more serious sanctions, e.g. banned from extra-curricular activities or PTA events
6. Exclusion from school during lunchtimes (fixed term) particularly if a pattern of challenging behaviour takes place at this time.
7. Exclusion from school, for a fixed term or permanent exclusion.

9.3 Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted.

9.4 Incidents causing concern on the playground will be recorded in the incident log (this is kept in the school office) and used to track times and frequency of incidents.

## **11. RESTRAINING PUPILS**

11.1 Staff should only restrain children in the following situations:-

- If the child is at risk of harming themselves or others;
- If the child is causing significant damage to property;
- If the child is disrupting the good order of the school.

11.2 If a member of staff or supervisor requires assistance a help triangle is sent to the school office.

11.3 The incident must be recorded on the Behaviour Module in SIMS and parents must be informed of the events.

11.4 Restraining does not automatically mean a child should be sent home or excluded – this decision will be made at the Headteacher's discretion in consultation with the class teacher.

## **12. LUNCHTIME**

12.1 A Behaviour File is kept in the office for the Midday Supervisors to log any behaviour issues that need to be recorded.

12.2 Continuous or serious misconduct will result in the child being taken to a member of the Senior Leadership Team (SLT).

2.3 Midday Supervisors are responsible for making sure that teachers are informed about any lunchtime incidents.

## **13. MONITORING CHALLENGING BEHAVIOUR**

13.1 Monitoring behaviour is done to ensure that the school track repeated incidents.

13.2 The Senior Leadership Team will monitor children's behaviour. Serious incidents of challenging behaviour, such as violence or aggression towards children or staff, rude or abusive language or vandalism are recorded so that the SLT can monitor individual pupils.

## **14. CONTACT WITH PARENTS**

14.1 A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

14.2 Parents can expect to be kept well informed of their child's behaviour at school and staff will ensure that they celebrate positive behaviour with parents as well as sharing concerns over inappropriate behaviour.

14.3 In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of identifying the underlying causes and helping the child to improve.

14.4 Parents who have concerns about behaviour in the school should make an appointment to speak with the Headteacher.

## **15. YEAR 6 PUPILS**

15.1 We recognise the very special contribution the Year 6 pupils can make to the organisation and daily routine of the school. Each September all Year 6 pupils become managers and are expected to assume additional responsibilities. They are expected to set good examples by helping and supporting younger pupils and demonstrating mature, responsible behaviour.



## **17. DRESS CODE**

17.1 It is our expectation that children are neatly and appropriately dressed for all school activities in accordance with the guidelines published in the school uniform policy.

17.2 The Headteacher and staff may, on occasion, direct pupils to wear school uniform for specific functions (church services, concerts etc).

## **18. PLAYGROUND AND FIELD**

18.1 It is our expectation that children will play sensibly with due care for themselves and others.

18.2 On hard playground and all-weather surfaces the following are permitted: -

- skipping games
- soft ball games
- netball / basketball type games
- handball – in designated area only

18.3 On hard playground surfaces the following are not permitted: -

- playing of handball outside the designated area
- running and jumping off the tree benches
- kicking balls

18.4 Play on the field is permitted in dry weather at the discretion of the adults on duty.

18.5 Children may not use the long jump and high jump area without supervision.

## **19. MOVEMENT AROUND SCHOOL**

19.1 Children are expected to walk everywhere.

19.2 Children must keep to the footpaths.

## **21. FOOD**

21.1 Fresh fruit and raw vegetables are permitted as a morning snack.

21.2 Drinks may be brought as part of a packed lunch but not in cans or glass bottles.