

# Behaviour Policy



## Acresfield Primary School

Last updated: November 2018

Date of Governing Body approval: November 28<sup>th</sup> 2018

Committee Responsible for Review: Teaching and Learning

Signed: [Chair of Governors] - 

Signed: [Headteacher] -



## Rationale

In order to promote a well-disciplined, ordered and thriving school community, that allows all our children to achieve their best, we use a positive approach to behaviour that rewards children and motivates them by recognising the good things that they do each day. Our policy is in line with the Equality Act and shows no discrimination. We believe that our behaviour policy should centre around these positive rewards by celebrating the children who consistently follow the school rules and who conduct themselves in an exemplary manner.

We also recognise that in order for the school to function effectively, it is crucial that everyone is clear as to the sort of behaviour that is expected on a day to day basis. So we model that behaviour for children and reinforce it throughout the school day. Where children find it difficult, at times, to follow our school rules, we have clear consequences in place, to support the child in modifying their behaviour.






Our policy takes into account the wide range and individual needs of our pupils. This means when applying our rewards and consequences we ensure we act in a fair and reasonable manner, in order to promote an inclusive environment.

## Aims

The aims and objectives of our behaviour policy are:

- ✓ To reward and celebrate our children
- ✓ To promote an environment that allows a focus on quality teaching and learning
- ✓ To help to develop the self confidence of pupils and promote their self-esteem in order to support their personal, emotional and social growth.
- ✓ To help create an inclusive environment where all children can succeed
- ✓ To have clear sanctions that are known by everyone and applied consistently across the school
- ✓ To adopt a fair and non-discriminatory approach
- ✓ To actively promote children's conduct in line with British values.

### **Our Golden Rules**

-  **A**lways try your best
-  **C**are for our property and environment
-  **R**espect all adults and children
-  **E**veryone to follow instructions first time
-  **S**afely keep your hands and feet to yourself

All classes display our golden rules. Classes may also have their own class rules negotiated with the children.

### **Reward Procedures**

In order to support children in following our golden rules and in showing appropriate and positive behaviours around the school we have established a whole school reward system.

#### **Tokens**

- ✓ All children will be given tokens to celebrate the good things they do in school
- ✓ Each week a token will be selected from each class token box and the winning child will choose a present as a reward
- ✓ When a child collects 50, 100 and 150 tokens they are given a reward
- ✓ For every 25 tokens given to a class they exchange for a coloured ball
- ✓ Each term the class can work towards a reward. When they achieve 1200 tokens they receive a class reward.
- ✓ Each class is celebrated in assembly for the amount of tokens they have been given and each week the class with the most token receives the 'Golden Ball' to hang outside of their classroom.
- ✓ As a school when there are 1000 coloured balls in the reward container the whole school celebrates with a special event

#### **Teacher awards**

- ✓ Individual teachers will also have a variety of rewards to celebrate the success of children in their class. These could include the following: including stickers, stamps 'secret student,' smiley faces.

## Consequence Procedures



- ✓ All children start in the gold star
- ✓ First warning – go into green
- ✓ Second warning – go into yellow
- ✓ Third warning – go into red

If a child is in red by the end of the lesson then they will go into 'reflection'. Reflection will be all of break time or part of lunch time (15 minutes) depending on which lesson it occurs. In KS2 the whole afternoon counts as a lesson and children have until the end of the day to stay out of red. In KS1 this could be split into 2 lessons with breaktime being used for reflection if necessary.

A child may spend some time in their link class. This could be the result of negotiation with the child, to provide them with time away from a difficult situation. Or a child, who has been moved to red and finds it difficult to engage in the lesson, may be asked to have time out in their 'link class'. This will be a 5 minute time out. They could even take a stop watch with them. After five minutes they come back to class in red with the opportunity to gain approval and move backwards. A child is taken to their link class by a TA if they are available or by another pupil.

If a child continues to be disruptive then they are removed from class to the headteacher and parents are contacted.

Children who are exceptionally good are moved at the end of the day from the star to the Golden Owl or a Golden Medal, where they receive a token.

At the top end of the school, in Year 5 and Year 6, the teachers do not use the colour faces. Instead, the children are reminded verbally regarding their behaviour and if needed are given reflection time that could result in them losing some of their break.

Children can go straight into 'reflection' for any of the following:

**This is not negotiable**

- Fighting
- Damaging property
- Endangering others
- Rudeness / bad language to pupils / teacher

Most other behaviour in class is negotiable and children can gain approval back to amber, green or gold star.

**Reflection Time**

- ✓ Reflection will take place in the class teacher's room
- ✓ Reflection will be covered by a member of staff.
- ✓ There is a proforma for the task that is to be completed during reflection time, this is optional for children.
- ✓ If 3 reflections are had in a short space of time, then parents are contacted and invited in to school to discuss with the class teacher.

**Behaviour Support Systems**

The school utilises the support of a range of agencies to promote positive behaviour and support staff in dealing with more challenging behaviour. This could include but is not limited to, the school inclusion manager, learning mentor or external agencies such as behaviour consultants or on very rare occasions, when the need arises, the police.

**Break & Lunch time**

- ✓ If a child displays inappropriate behaviour in the playground they may be asked to spend five minutes on the 'time out' wall.
- ✓ If a child displays any of the non-negotiable behaviour outlined above, they will be put into reflection. This could be immediately or the following day, according to the time.

- ✓ Where an incident is deemed to be of a serious nature, requiring immediate removal from the playground, the child will be brought in and spoken to by a senior member of staff.
- ✓ If issues continue over a period of time, the child's parent will be spoken to about different strategies. This could include the child being excluded from the playground. If this is the case the child will be kept in at break times. If the child continues not to cooperate during such times, the parent will be contacted and informed that their child will have to be collected at break times and taken off site, before being returned to school for the next lesson.

### **School Trips and Residentials**

A child's behaviour in the days or weeks leading up to a school visit off site, may cause concern and lead to the parent being spoken to about their child's participation on the trip. For a day visit, this could lead to the child not attending. On occasion, the child's parent may be asked to accompany their child on the visit, in order for them to take part. If the parent is unable to accompany their child on the trip, it may mean they do not attend and have to remain in school. They may also be advised that any inappropriate behaviour could result in their child being collected from the trip and returned to school. Where no staff member is available, this may be the responsibility of the parent.

If the school visit relates to a residential, the parent may be informed that their child's behaviour is a health and safety risk and the school is not prepared to take them. In such rare incidents the child will have to remain in school and be given an alternative curriculum. If this decision is made after the cancellation period, the parent will not be reimbursed.

### **Clubs**

If a child misbehaves while attending a club, which may run before or after school or at a lunch time, the parent will be informed. This may result in the child being asked not to attend the club the following week or if it is of a serious nature not attending any future sessions. If poor behaviour continues in subsequent weeks, the parent will be informed that the child is at risk of being excluded from the club. The parent will be offered the option to remove their child voluntarily. However, if they continue to attend the club and poor behaviour continues, the school will inform the parent that their child is being removed from the club. In this instance if there is a charge associated with the club the parent will not be reimbursed for outstanding sessions.

### **Outside School Premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. This is in line with sections 90 and 91 of the Education and Inspections

Act 2006. This would only be the case where it is reasonable for the school to regulate pupils' behaviour. This could include, but is not limited to bullying incidents occurring anywhere off the school premises. In such cases, the school will investigate and may act on what has been reported. A decision will also be made as to whether it is appropriate to notify any outside agencies such as the police. Disciplinary sanctions will only be implemented when the pupil is back on school premises and under the lawful control of school staff.

### **Behaviour Policy Addendum - Exclusion**

On the very rare occasion that a child refuses to adhere to the policy through their continued and repeated inappropriate behaviour, which could lead to them being excluded, then the following steps will be followed:

#### **Short Term Steps**

- Phone Call to parent / carer to explain that their child is at risk of exclusion.
- The child is removed from the classroom by the Headteacher, when possible, or a member of the Senior Leadership Team.
- Child goes straight into reflection.
- They are placed in an alternative class, not their link class at the discretion of the Headteacher for the next lesson. Work is provided for the child and needs to last the duration of the lesson.
- The Headteacher or member of the Senior Leadership Team will discuss expectations with the child and then return them to their class.
- Parents are called to inform them of whether the integration back into class has been successful.
- If the child refuses to adhere to these steps then fixed term exclusion will take place.

#### **Long Term Steps**

As a result of a child going through the short term steps, a long term plan has to be drawn up in the form of a behaviour contract.

A contract will be drawn up if the short term steps are not seen to be working. This will be done once the following has taken place:

- ***A multi agency meeting, including parent, class teacher, headteacher and other relevant professionals.***
- 1) From this meeting a contract is agreed which will then be discussed and completed with the child.

- 2) The contract is to be signed by the child, class teacher and headteacher.
- 3) The contract is to be reviewed regularly.

### **Immediate Exclusion**

An immediate exclusion may occur where a child has behaved in a manner that affects the safety of themselves or others. This could include an extreme aggressive act; refusal to cooperate with any instructions from an adult; extreme vandalism or any other act that the school feels requires the child to be removed from the site for a period of cooling down. Where this is the case the child's parents are contacted and the exclusion will begin from the time they are removed from the school premises.

If the child continues to disrupt, after repeated exclusions, then the school will seek to look at a managed transfer or permanent exclusion.





# My Behaviour Contract

by

## Targets

- I agree

## School Reward

(a visual reward chart will be provided, devised by)

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## Reward at Home

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I know that if I do not meet my targets the following will happen

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## Signed

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- child
- parent
- class teacher
- headteacher

