

Cheddar First School

Behaviour Policy

This policy should be read in conjunction with the Mendip Edge Federation Governors' Statement of Behaviour Principles.

Rationale

We believe that the promotion of good behaviour, the development of self-respect and of respect for others is a vital part of a child's education. It is one of the most important ways in which we help to ensure that all members of the school community feel happy, safe and valued and are able to benefit fully from the opportunities available to them – intellectually, emotionally, socially and morally.

Aims

We aim to:

- create the conditions for an orderly community in which each child feels safe, confident and valued and is able to realise their full potential
- develop children's understanding of 'good' behaviour for life and learning and enable them to be responsible citizens.
- create a caring environment where there is mutual respect and understanding for everyone within the school and the wider community
- ensure a consistent whole-school approach to behaviour and discipline
- have clear expectations and strategies to ensure they are met.
- develop self esteem and self respect and encourage a sense of belonging
- develop a sense of self-discipline, self control and concern for the well being of the group
- foster an awareness of the school environment inside and outside the classroom in order to generate a sense of pride and a feeling of shared responsibility for the maintenance and improvement of all areas.
- develop behaviours for learning

In order to achieve these aims the following principles apply:

- ❖ Mutual respect is fostered between adults and adults, children and adults and children and children.
- ❖ It is expected that the children's behaviour and the adult's responses will be consistent at all times of the day (structured and unstructured).
- ❖ Through daily contact, circle times and collective worship the children are:
 - encouraged to ensure their behaviour is such that the values and ethos of the school are upheld at all times.
 - encouraged to think about and discuss the rules we have in school to ensure understanding and ownership.
 - asked to think about their own behaviour and the effect it will have on others
 - given strategies for coping with inappropriate behaviour e.g. reporting incidents or worries to an adult.

Golden Rules

Cheddar First School has a set of Golden Rules which have been decided upon by the process of sharing, discussing and negotiation. The emphasis is on **RESPECT** for themselves, each other and the environment. The Golden Rules are written in a positive manner, emphasising good behaviour e.g. Be kind not Don't kick. They are displayed in the classrooms and discussed regularly with the children to ensure they understand the rule and the reason behind it.

The Golden Rules are:

Be honest
Be kind and helpful
Be positive and challenge yourself
Be safe
Show respect
Understand we are all different

In addition some classes may have their own set of classroom rules, written in their own language, which are consistent with the Golden rules.

Safety rules for PE, playtimes and for moving around the school are discussed regularly to ensure safe practice.

Implementation

Adult's Responsibilities

The promotion of good behaviour is the joint responsibility of all adults working within the school and a consistent but flexible approach is necessary. No adult should feel they have sole responsibility for any child's behaviour and should work with other adults in the school community to develop and reinforce good behaviour. Any significant incidents that occur at playtime or lunchtime should always be reported to the class teacher or Headteacher.

Parents' Role

Parents play a vital role in the promotion of good behaviour. Parents are made aware of the school behaviour policy through the school prospectus and parents signing the Home School agreement agree to encourage their child to follow the school's guidelines for behaviour. The rules are on display in the school. Staff keep parents informed of their child's behaviour and where necessary invite parents to discuss incidents of inappropriate behaviour in more detail. Parents are encouraged to play an active role in helping their child to improve their behaviour through developing joint approaches with the school.

Positive Behaviour Management

We recognise that in order for anyone to show respect to others they must first have respect for themselves and that an important element of self-respect is self-esteem. When working with the children the emphasis is placed on Praise and encouragement. In cases of inappropriate behaviour we aim to Label the deed NOT the child e.g. *"That was a very silly thing to do."* Not *"You are very silly."*

Rewards and Sanctions

As well as discussing the rules the children are involved in discussions about the rewards and sanctions and are aware of what will happen if they choose to break a rule.

Positive Encouragement/Rewards

In order to encourage pupils to behave well adults will let them know when they have seen them behaving well and give appropriate praise. A range of strategies are used to ensure that every child has the opportunity to experience success. Care is taken to ensure the child knows why they are being rewarded.

Positive rewards include:

- Use of smiley faces to reward good behaviour and positive behaviour for learning
- A public word of praise in front of the group or class
- Being given a special job
- Being sent to another class teacher to be praised or Head teacher to be praised
- Taking home the class mascot
- Receiving a Celebration assembly certificate
- Use of the Annual written report to comment on behaviour, attitudes and general involvement.
- All children are entitled to 30 minutes Golden time per week. During this time all children can choose from a range of special activities, unless they have “lost” some of their Golden time – see sanctions below.

Dealing with Inappropriate Behaviour /Sanctions

When responding to inappropriate behaviour all adults should use a consistent approach in line with the procedure below. In the case of serious incidents such as serious fighting, bullying, bad language, defiance, or any prejudiced motivated behaviour, stages will be by-passed.

- Emphasize the appropriate behaviour of the other children.
- Respond to the action in a way that makes it clear to the child that the behaviour is unacceptable and why it is unacceptable.
- Sad face given or name put on sad face board or other aid as a visual reminder e.g. traffic lights, sun/cloud
- If behaviour continues a second sad face is given, accompanied by an appropriate intervention strategy to help the child e.g. moving place, time out in own or other classroom
- If behaviour continues 5 minutes Golden time lost
- If behaviour continues another 5 minutes Golden time lost and child may be taken to Head teacher to discuss behaviour

When pupils do not respond to this approach and their behaviour does not improve further sanctions include:

Loss of break time or lunchtime

Discussions with parents

‘Report card’ to track behaviour and be monitored with class teacher and parents.

Pupils who repeatedly show the same behaviour or receive several sad faces/green spots etc. should be recorded in the classroom behaviour log.

Playground Behaviour

To achieve consistency a similar approach is used in the playground, but has been adapted to meet the needs of the outdoor environment and aid communication. The following procedure is followed, but stages might be by passed and kicking, biting, bad language or defiance would to an instant loss of playtime – (“time in”).

- Emphasize the appropriate behaviour of the other children.
- Respond to the action in a way that makes it clear to the child that the behaviour is unacceptable and why it is unacceptable.
- Time out – walking around playground/field with an adult for a short period of time.
- Time in - If behaviour continues or serious incident – Length of time dependant on incident/age

Any incidents of poor behaviour should be reported to the class teacher at the end of lunch. Children who are sent in will be recorded in the Lunchtime Log.

Support for Pupils

Pupils who are of minor concern may be issued an individual report/tracker card to be monitored by class teacher and parents.

For children “beyond” normal incentives and sanctions a special plan will be drawn up, concentrating on one target of achievable behaviour which is regularly monitored, with specific rewards to motivate the child. In these cases the child will be placed on the Special needs register. Parents will be consulted and involved in agreeing an Individual Learning Plan. Small Group SEAL work or Circle of Friends may form part of this. This plan may include a Positive Handling Plan.

Kaleidoscope nurture group provides a safe environment in which children can learn social skills

If behaviour deteriorates a request for “outside agencies” to become involved will be made e.g.

Behaviour support team. Educational Psychologist.

Organise Pastoral Support Plan meetings as required

Should exclusion be considered necessary, the school will follow the procedure outlined by Somerset County Council.

Whilst these measures outline our immediate responses to inappropriate behaviour, as a school we believe every effort should be made to discover the underlying reasons for such behaviour. Time is allowed for discussing incidents in detail with individuals, in an attempt to resolve areas of conflict and to find positive ways forward.

Support for staff

Access to appropriate training e.g. Team teach. Attachment difficulties. ASD

Children with specific behaviour plans will be removed from class if they are disrupting others

Kaleidoscope nurture group/lunchtime club

Policy reviewed: March 2016

Next review: March 2017

