

Temple Ewell Primary School



Behaviour Policy



TEMPLE EWELL CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour Policy

Introduction

This document is a statement of the aims, values and strategies for Temple Ewell Church of England Primary School.

Rationale

In our school we create a happy, safe and secure learning environment as written in our Mission Statement and in doing so we enable the children to develop as caring and responsible citizens.

Aims

- To ensure appropriate behaviour and language throughout the school.
- To encourage and promote individual responsibility for learning and behaviour.
- To ensure a whole school approach to behaviour.
- To develop and maintain a strong partnership with parents.
- To provide a system of rewards to encourage good behaviour.
- To ensure a safe, caring and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying.

Values

We believe that every individual has the right to learn in a safe environment and that no one has the right to disrupt the learning of others. In ensuring appropriate behaviour for all members of our community, we embrace our School Christian values. These are:

Forgiveness
Acceptance
Inspiration
Trust
Hope

Responsibility

All members of the school community - teaching and support staff, parents/carers, pupils and governors work towards the school aims by:

- providing a positive environment in which there are clear expectations.
- treating all children and adults as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community.
- enabling equal opportunities in all aspects of school life and positively recognising the importance of different cultures.
- rejecting all bullying or harassment in any form.

- caring for, and taking pride in, the physical environment of the school.
- working as a team, supporting and encouraging each other.

Rules

The school follows these "Golden Rules". These are displayed throughout the school.

- ◆ We are gentle: we don't hurt anybody
- ◆ We are kind and helpful: we don't hurt anybody's feelings
- ◆ We listen: we don't interrupt
- ◆ We are honest: we don't cover up the truth
- ◆ We work hard: we don't waste our own or other's time
- ◆ We look after property: we don't waste or damage things

Rewards

These include:

- "Star of the Day" - Class Citizenship
- Golden Time.
- Raffle tickets will be awarded for good/outstanding citizenship around the school.
- Special mention in Collective Worship as appropriate.
- Special mention in Gold Book (Friday Collective Worship session).
- House points (towards presentation of weekly house point trophy).
- KS2 table points as appropriate.
- Stickers
- Badges for house points as follows:-
 50 house points = 1 Badge (in House Colour)
 5 Badges = 1 Merit Badge (in House Colour)
 5 Merit Badges = 1 Star Badge (in House Colour)
 Star Badge equivalent to 1250 house points.
 Badges are presented in Collective worship.

The Restorative Approach

Positive behaviour choices can be fostered and negative behaviour pre-empted through focused development of a sense of community.

The school uses a 'Restorative Approach' for dealing with incidents in the school day. Check out and check in class discussions enable us to gauge children's emotional well-being and behavioural mind set.

Children who present as 'vulnerable' are supported by their peers collaboratively or 1-1 by class staff.

Where incidents do occur, children are involved in 'conferencing' – discussing the events and reflecting on their choices. The focus is to restore 'balance' and approach each behavioural incident as a learning opportunity and a chance to reflect, particularly in relation to our Christian values.

The Incredible Five Point Scale

The scale is an inclusive tool for all pupils to identify and modify their behaviour for learning readiness. Used with all year groups, the scale is a sensory 'hook' for children. For many children in the school it works as an effective indicator and they are able to take ownership and focus their behaviour for learning. They are taught strategies to move up and/or down the scale to reach positive learning behaviour (scale point 2 or 3)

The scale's numbered indicators are :

- 1- lethargic
- 2 - alert learning
- 3 – active learning
- 4 - concentration wandering
- 5 – disengaged and out of control

Sanctions

Whilst we use a strategy of assertive discipline to encourage positive behaviour there are occasions when sanctions are necessary and the following are used:

Stage 1

- Children given a 'strike' (marked on board). If a child is given 3 strikes in one session, they lose a break or lunchtime (depending on the time of day). Each child begins the next session without any strikes.

Stage 2

- When a child has lost 3 break times in a week, their parent will be contacted by the Headteacher.

Stage 3

- If the parents are contacted 3 times in a term, the child is given a one day internal exclusion.

Teachers keep a record of children losing break times on behaviour record sheets. These are given to the Headteacher at the end of each week to review and are then kept in the school Behaviour File.

Golden Time

- Each class will receive a Golden time session at the end of each week to reward positive behaviour. Children will lose 5 minutes of Golden time for each break time lost during the week.
- Should the behaviour be an ongoing problem an individual behaviour plan will be put in place with specific targets to achieve. This will be shared with the child and parents.
- Should the behaviour be unprovoked or aggressive then seclusion will be used. This will be time out with the Headteacher for a set period of time with work set by Class teacher.
- Severe Clause
In cases of severe behaviour eg: physical assault, use of a weapon, the incident is referred directly to the Headteacher.

Liaison with Parents

Parents will be kept informed about their child's behaviour as appropriate. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started and such discussion will detail procedure according to the individual.

A period of "Fixed Exclusion" may prove necessary if all measures have been undertaken with little signs of improvement. Should this be the case, parents will be notified of the reason for the exclusion. Before the

Child is re-admitted to school; a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies to ensure that the negative behaviour is not repeated. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Outside Agencies

There could be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Headteacher, or as the result of discussion at a LIFT meeting. Any outside agency will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Cognition & Learning Support Service	Speech Therapist
Educational Psychologist	Physiotherapist
Behaviour Support Service	Pre-School Adviser
Teacher for Hearing Impaired	School Nurse
Teacher for Visually Impaired	Social Services
Early Intervention team	

Monitoring

The Headteacher will continually monitor the behaviour throughout the school and in consultation with the staff, review this policy annually.

HT/Staff: March 2016

HT/ Staff: to be reviewed March 2017

Statement for parents

In our school, the well-being of our children is paramount. To this end, staff role model appropriate and acceptable behaviour at all times. In relation to the Every Child Matters agenda, should a child be in distress, staff will act 'in loco parentis' as appropriate to comfort the child and inform the parents as necessary.

In respect to safeguarding children, there may be occasions, where for health and safety reasons, it is necessary to physically restrain a child.

