



COLLIS PRIMARY SCHOOL

BEHAVIOUR POLICY

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AIMS

- To make clear the boundaries of what is acceptable behaviour
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistent and fair responses to both positive and negative behaviour.
- To have a linked system of rewards to promote good behaviour
- To promote the importance of self-discipline, proper regard for authority among pupils and the difference between right and wrong

WHAT IS GOOD BEHAVIOUR?

Good behaviour is behaviour that leads to a caring attitude towards others and the environment. It also reinforces the interdependence of relationships.

Good behaviour is developed through a whole school approach by discussion and the promotion of positive behaviour. At the beginning of the year, Class Teachers discuss what is meant by good behaviour and a set of class rules is agreed accordingly. Furthermore, school rules, playground rules and wet play rules are revisited and highlighted so that expectations are understood (see appendix 1)

The qualities we wish to promote are those consistent with our concept of 'good behaviour' for all involved with Collis School.

Thus, 'good behaviour' is considered to be:

Politeness	Valuing others' opinions
Fairness	Listening to others
Thoughtfulness	Patience
Sharing	Generosity
Honesty – truthfulness	Empathy and sympathy
Self-awareness – reflection	Sensitivity
Co-operation	Helpfulness
Tolerance	

Environments that are most effective in promoting good behaviour and improving self-image are those in which:

- Children perceive a sense of warmth;
- Children are offered security which allows them to develop and try new things without an overriding concern about failure;
- Children are respected as individuals;
- Children's ideas and initiatives are encouraged;
- Children recognise that there are clear and definite boundaries within the environment;
- Rules and standards are reasonably and consistently enforced;
- All children are offered the best chance to succeed.

Our Home School Agreement summarises the above. All parents and children are asked to sign this agreement (see appendix 2).

SELF-ESTEEM

Children begin to form their self images at a very young age and provision of positive, successful experiences will enhance the formation of a positive self image and help to promote good behaviour.

I give my best when I:

- Feel comfortable with myself;
- Feel good about myself;
- Am valued;
- Am positive;
- Am self-confident;
- Am listened to.

I need:

- To be self-motivated;
- To accept sensitive, constructive criticism;
- Self-discipline;
- To respect differences;
- To be open minded;
- To have the courage of my convictions;
- To be tolerant;
- To be respected and be willing to respect others;
- To treat others as I would like to be treated.

REWARDS AND SANCTIONS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most frequent reward is praise, informal and formal, public and private, to individuals and groups.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, informing parents and, in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be dealt with through minor sanctions.

For more details see appendix 3 – Overview of Sanctions and Rewards.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

In all our dealings with children it is vital that a reasonable and consistent approach is adopted.

This is particularly important when dealing with behavioural matters. Children must receive clear messages about what is expected of them and what is acceptable. The responses to any behaviour must be consistent.

The following sections identify specific strategies for dealing with behaviour, however there are some general principles which apply to all incidents and these are outlined below:

- Whole school approach to rewards and sanctions.
- The aim is to deal constructively with the unwanted behaviour.
- Children must be made aware of exactly what it is that is unacceptable and why this is so.
- Reference should be made to school and class rules, where necessary.
- All children should be given the opportunity to talk about/write about any incidents and to talk about their feelings.
- Serious incidents, or those occurring regularly, are made known to both the class teacher and parents and are recorded on the child's record sheet.

COMMUNICATION WITH PARENTS

Communication with parents is of great importance and it is the school's policy to ensure parents are kept informed regularly when behaviour is a concern.

There are often factors in a child's background that the school may not be aware of. If this is the case, parents should, at the earliest opportunity, seek an appointment to discuss these matters with the class teacher in the first instance, or the Deputy/Headteacher.

Staff are usually available for a brief, urgent appointment before or after school, but please arrange an appointment for a mutually convenient time at a later date.

There will be times after that, at regular consultations, when parents may be called into school. We hope that parents would be able to attend and actively support any aspects of this policy.

PROCEDURES FOR TAKING A CONSTRUCTIVE APPROACH

The procedures below outline how we deal with unacceptable behaviour constructively.

- Give a private reprimand if possible.
- Be firm but fair.
- All adults involved should maintain a calm approach.
- Verbally reason and explain – give time for thought and re-evaluate the situation with the child(ren).
- Encourage children to take responsibility for their actions.

- Define cooperative behaviour or appropriate language.
- Set small, achievable targets.
- Restructure groups or activities to provide a positive situation.
- Initiate home/school links, e.g. a diary, if behaviour or language is consistently repeated.
- Make children responsible for replacing any damaged or lost resources, if appropriate.
- Children to be actively involved in rectifying the situation, if appropriate.

PROCEDURES FOR DEALING WITH SERIOUS OR REPEATED INCIDENTS

Most incidents of unacceptable behaviour, which occur during the school day, will be minor and will be dealt with by the class teacher, using the strategies and responses outlined in earlier sections of this policy. Similarly, all adults involved in the school community will adopt these approaches and inform the class teacher.

There may be occasions when an incident is of a more serious nature, or when minor incidents are occurring regularly. At this stage the following procedure comes into operation: the Class Teacher will inform parents and Senior Management/Team Leader immediately. The Head/Deputy will also be informed. Serious incidents and communications between staff and parents are recorded to facilitate future plans for supporting individuals and for reference purposes.

PROCEDURES FOR DEALING WITH LUNCHTIME INCIDENTS

All SMSAs are fully aware of our Behaviour Policy and school rules including playground and wet play rules. In addition SMSAs are made aware of children with specific needs and strategies to support these needs.

If an incident is judged not to be serious and can be resolved by the School Meals Supervisory Assistant (SMSA), then the incident is reported to the class teacher at the end of lunchtime.

If the incident is more serious and cannot be resolved by the SMSA the Class Teacher and a member of the Leadership Team are informed. The Head/Deputy will also be informed, as necessary.

REVIEW AND MONITORING OF THE POLICY

This policy will be reviewed and monitored in line with the School Improvement Plan. Records of incidents as well as the frequency of events and dialogue with other agencies all aid the monitoring of the policy.

The policy as outlined is an active document and can only work with the full understanding and cooperation of staff, children and parents.

Appendix 1

COLLIS SCHOOL RULES

- We respect our school environment and everyone within it.
- We walk when inside the building, taking care to move safely and to show courtesy towards others.
- We do not use inappropriate physical behaviour.
WE TALK ABOUT OUR PROBLEMS
- We understand the Playground Rules.
- We do not use inappropriate language.
WE THINK BEFORE WE SPEAK
- We never leave the school premises other than with an authorised adult.
- We only access the internet with adult permission and their supervision.
- All medicines are to be handed directly to an adult.
- We do not wear jewellery (other than medical ID or ear studs).
- We wear our school uniform (all items should be clearly named).
- We respect school equipment and the belongings of others.
- We REDUCE, RE-USE and RECYCLE.

Playground Rules

Games and Equipment

- We do not play on the mound or with balls before school.
- We play ball games within the allocated areas (no football on Fridays).
- We only play safely.
- We look after all equipment.
- We can bring in our own NAMED cricket bats and tennis rackets with us on the field.

Our School Environment

- We know that benches are for sitting on.
- We take care of the trees (no climbing/shaking) and other plants and living things.
- We only eat healthy snacks (fruit) at break times and put litter in the correct bin.

Moving Around

- We never enter the building or classrooms during breaks/lunch unless we are given permission by an adult.
- We respond promptly to whistles or bells.
- We play away from classrooms when children are working.

Our Attitude

- We play cooperatively. We are honest.
- We listen to the adults on duty.

Clothing

- Shoes appropriate for safe outdoor play should be worn
- Sun hats must be worn during hot weather
- Appropriate outer wear to be worn in cold weather.

Wet Play Rules



- **We do not use the computer (see e-safety rules).**
- **We follow instructions by adults (and monitors) on duty.**
- **We do not throw anything or play running games in the classroom.**
- **We stay in our classrooms unless otherwise instructed by an adult.**
- **We are responsible for wet play games and put them away tidily.**
- **We do not use scissors or glue.**

OVERVIEW OF REWARDS AND SANCTIONS

EYFS, KS1 AND KS2

Early Years Foundation Stage Reception	
Rewards	Sanctions
<p>Stickers are given to children by Class Teachers and Teaching Assistants for achievement(academic/social/behavioural)</p> <p>Child sent to another Class Teacher/Phase Leader/ Deputy/ Head Teacher to celebrate an achievement.</p> <p>Parents are informed verbally at the end of the session about significant achievements.</p>	<p>Class Teachers will deal with negative behaviour (verbal feedback, class discussions, loss of part of break times)</p> <p>Persistent negative behaviour – child is taken to Phase Leader.</p> <p>Really serious behaviour – child is taken to the Deputy or Head Teacher.</p> <p>Parents are informed of persistent or serious behaviour.</p>
Key Stage 1 (Years 1-2)	
Rewards	Sanctions
<p>Stickers are given to children by Class Teacher for achievement (academic/ social/behavioural)</p> <p>Child sent to another Class Teacher/Phase Leader/ Deputy/ Head Teacher to celebrate the work/behaviour</p> <p>Weekly Celebration Assembly – every child will eventually receive ‘Star of the Week’ Certificate over the course of the academic year</p>	<p>Class Teachers will deal with negative behaviour (verbal feedback, class discussions, loss of part of break times)</p> <p>Persistent negative behaviour – child is sent to another CT/Phase Leader during that lesson</p> <p>Really serious behaviour – child sent directly to the Head Teacher / member of SLT</p> <p>Parents are informed of persistent or serious behaviour.</p>

Lower Key Stage 2 (Years 3-4)	
<p>Smiley Faces are given to children by all members of staff for achievement (academic/ social/behavioural). They are presented with Bronze-Silver-Gold Certificates after collecting 100/200/300 by Head Teacher</p> <p>Child sent to another Class Teacher/Phase Leader/ Deputy/ Headteacher to celebrate the work/behaviour</p> <p>Weekly Achievement Assembly – Head Teacher highlights achievements of individuals Tables Points at the discretion of the class teacher</p>	<p>Class Teachers will deal with negative behaviour (verbal feedback, class discussions, loss of part of break times)</p> <p>Persistent negative behaviour – child is sent to another CT/Phase Leader during that lesson</p> <p>Really serious behaviour – child sent directly to the Head Teacher / member of SLT</p> <p>Parents are informed of persistent or serious behaviour.</p>
Upper Key Stage 2 (Years 5-6)	
<p>Smiley Faces are given to children by all members of staff for achievement (academic/ social/behavioural). They are presented with Achievement Certificates (Merit-Gold-Super Gold – Platinum-Diamond- Head Teacher– 100/200/300/400/500)</p> <p>Cumulative whole class reward (collect marbles/stars) – upon reaching target whole class receive treat (e.g. games afternoon/video)</p> <p>Child sent to another Class Teacher/Phase Leader/ Deputy/ Headteacher to celebrate the work/behaviour 6</p> <p>Weekly Achievement Assembly – Head Teacher highlights achievements of individuals</p> <p>Tables Points at the discretion of the class teacher</p>	<p>Class Teachers will deal with negative behaviour (verbal feedback, class discussions, loss of part of break times)</p> <p>Traffic Light system: all children are entitled to this at the start of each week. Failure to comply with rules set in the classroom (decided by the class teacher) can result in a child’s name being put a step up on the traffic light. Each step equates to 5 minutes of Golden Time being lost.</p> <p>Persistent negative behaviour – child may be sent to another CT/Phase Leader during that lesson or <u>Year 6 only</u> – Reflection/Behaviour Club</p> <p>Really serious behaviour – child sent directly to the Head Teacher / member of SLT</p> <p>Parents are informed of persistent or serious behaviour.</p>

Whole School Issues

Some children have their own behaviour contract

SMSA's to send children to members of SLT at lunchtimes for negative behaviour

Individual Class rules are established at the beginning of the academic year

Expectations of whole school behaviour are visible in all classrooms, group rooms and base areas.