

# **Greenwood Primary School**

## **BEHAVIOUR POLICY**

**2017**

## AIMS

- To encourage a calm purposeful and happy, safe and secure atmosphere within the school.
- To foster and develop caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage self discipline so everyone learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school that is perceived as fair by everyone.
- To ensure that the boundaries of acceptable behaviour are clearly understood to ensure everyone's safety and well being.
- To give children the opportunity to express/discuss feelings

In order that the above aims are achieved it is necessary that, children, school staff and parents work together to help children behave appropriately.

## **We operate a whole school approach which involves everyone having responsibilities.**

### Children's responsibilities are:-

- To work to the best of their abilities and to allow others to do the same.
- To treat others with respect and consideration.
- To listen and follow all instructions
- To cooperate with other children and staff.
- To take care of property and the environment in and out of school.
- To accept and support the discipline and norms of behaviour.

### Staff responsibilities are:-

- To treat everyone fairly and with respect, politeness and consideration
- To create a safe and pleasant environment physically and emotionally.
- To raise children's self esteem and develop their potential by having high

expectations.

- To be a good role model.
- To use rules and sanctions clearly and consistently.
- To be aware of children's special needs.
- To form good relationships with parents so that children can see that the key adults in their lives share a common aim.
- To prevent all forms of bullying amongst pupils

Parent/ Carer responsibilities are:-

- To make children aware of appropriate behaviour in all situations.
- To encourage their children to pay proper respect to teachers and support staff
- To encourage independence and self discipline.
- To foster relationships with the school so that children can see that the key adults in their lives share a common aim by signing and abiding by the home school agreement
- To be aware of the school rules and expectations.
- To prepare children for school by ensuring they provide breakfast and the conditions for a good night's sleep
- To support the school in the implementation of this policy.

In order to encourage good behaviour staff and carers need to work together in the following ways:-

- Make clear our expectations of good behaviour.
- Discourage unsociable behaviour.
- Encourage children to take responsibility for their own actions and behaviour.
- Teach appropriate behaviour.
- Set by example standards of good behaviour.

- Praise good behaviour both privately and publicly.
- Give rewards for good behaviour.

The school encourages good behaviour by using the following strategies:-

- Negotiating, agreeing and displaying classroom rules with children.
- Ensuring that all children know the school rules and the reasons for them.
- Giving praise, appropriate to age
- Reward systems - (team points, extra play etc).
- Allowing privileges.
- Building self esteem.
- Give positive feed back to parents.
- Giving feedback from support staff to children with class teachers.
- Giving opportunities for children to express their feelings
- Praise books
- Helping Hands
- Celebration assemblies
- Parent assemblies
- Gold Book
- Whole school assembly themes
- Postcards & notes

The school discourages unacceptable behaviour in the following ways:-

- By being clear and explicit about what is unacceptable behaviour.
- By explaining to children the consequences of their actions.
- By using effective reprimands.

- By loss of privileges, rewards, separation from peers, loss of playtimes, extra work etc.
- Informal/formal contact with parents.
- By using non verbal facial expressions

There are consequences for unacceptable behaviour:-

The school actively encourages good behaviour, unfortunately there can be occasions when pupils do not respond to our positive behaviour policy and verbal reminders about their behaviour. There are consequences and sanctions for unacceptable behaviour:

**Infants**

CLASSROOM

1st stage -	Verbal warning.
2 <sup>nd</sup> stage-	Use classroom behaviour systems
3rd stage -	Sit separate in classroom
4th stage -	Sent to parallel classroom to work for a specified time (use a timer). At this stage the class teacher may arrange to have an informal word with the parents.
5 <sup>th</sup> stage -	Sent to a Phase leaders' classroom until the end of the session or as appropriate (the child is sent with a note explaining why and accompanied by another child). SLT to keep a log of the children at stage 5.Children to complete a Behaviour reflection form which is kept in Phase leaders' log. Phase leaders to use their professional judgement to decide when to refer the child to Stage 6 if frequent.
6 <sup>th</sup> Stage -	Sent to Mrs Rothery with a note explaining why. Written record kept. Sanction invoked i.e. detention. Parent meeting arranged if deemed necessary. (In Mrs Rothery's absence they should be sent to another member of SMT) Children to complete a Behaviour reflection form which is kept in AHT's log.

## **BREAK TIME**

1st stage -	Verbal warning.
2nd stage-	Child to report to Mrs Rothery/SLT (sanction of detention may apply).

## **LUNCHTIME**

1st stage-	Verbal warning.
2nd stage -	5 minutes timeout, child to stand against wall in vision of under adult supervision or walk with member of staff.
3rd stage-	Mrs Rothery/SLT informed (child in detention for remainder of lunchtime) and written record kept.

Behaviour slips written by SMSAs to the class teacher should not be sent home please give to Mrs Rothery.

Detention: Class teacher to liaise with SLT to supervise children during break and lunchtime detention. Any child being sent to Mrs Rothery's office must be accompanied by another child or member of staff.

Deputy Head to contact parents to request a formal interview for children whose names appear more than twice in the Behaviour log for a half term. Children with ongoing behavioural issues may be referred to the Behavioural Support Team.

These stages are consecutive and accumulate during one day. However stages can be by-passed if offences are serious or habitual (low level disruption)

Children with ongoing behavioural issues may be referred to the Behavioural Support Team and /or follow their own behavior plan.

Mrs Silvester (Deputy head) to contact parents to request a formal interview for children whose names appear more than twice in the Behaviour log for a half term. Children with ongoing behavioural issues may be referred to the Behavioural Support Team and /or follow their own behavior plan.

If the child's behaviour does not improve following Mrs Silvester's parents meeting Mr Britzman contacts parents via a letter and requests formal interview.

***The sanction of Exclusion from school is used as a last resort but may be applied at the discretion of the Headteacher***

## **Juniors**

### **CLASSROOM**

1st stage -	Verbal warning.
2 <sup>nd</sup> stage-	Name on board.
3rd stage -	Tick against name
4th stage -	2 <sup>nd</sup> Tick against name sent to parallel classroom to work for until the end of the session (the child is sent with a yellow card, work to do and accompanied by another child). At this stage the class teacher may arrange to have an informal word with the parents.
5th stage -	3 <sup>rd</sup> Tick against name. Sent to a Phase leaders' classroom until the end of the session (the child is sent with a red card, work to do and a reflection form and is accompanied by another child). SLT to keep a log of the children at stage 5 and the reflection form is kept in Phase leader's log. Phase leaders to use their professional judgement to decide when to refer the child to Stage 6 if frequent.
6th stage -	Sent to Mr Jones with a note explaining why. Written record kept. Sanction invoked i.e. detention. Parent meeting arranged if deemed necessary. (In Mr Jones' absence they should be sent to another member of SMT) Children to complete a Behaviour reflection form which is kept in AHT's log.

### **BREAK TIME**

1st stage -	Verbal warning.
2nd stage-	10 minutes timeout, child to stand against wall in vision of under adult supervision.
3rd stage-	Child to report to Mr Jones/SLT (sanction of detention may apply).

## LUNCHTIME

1st stage-	Verbal warning.
2nd stage -	10 minutes timeout, child to stand against wall in vision of under adult supervision. Senior SMSA to be informed of the incident & name to be recorded in lunchtime Behaviour log
3rd stage-	Mr Jones/SLT informed (child in detention for remainder of lunchtime) and written record kept.

All stages are consecutive and accumulate during one day. However stages can be by-passed if offences are serious or habitual (low level behavior)

Headteacher to be involved at an earlier stage if the behaviour is serious or ongoing.

Mrs Silvester (Deputy head) to contact parents to request a formal interview for children whose names appear more than twice in the Behaviour log for a half term. Children with ongoing behavioural issues may be referred to the Behavioural Support Team and /or follow their own behavior plan.

If the child's behaviour does not improve following Mrs Silvester's parents meeting Mr Britzman contacts parents via a letter and requests formal interview.

***The sanction of Exclusion from school is used as a last resort but may be applied at the discretion of the Headteacher.***



