



COUNTESS
GYTHA
PRIMARY
SCHOOL

Behaviour Policy

Date Adopted:

Frequency of Review:

Next Review Date:

Signed _____

on behalf of the Governing Body

RATIONALE

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of the school supported by curriculum content such as Personal, Social, Health and Citizenship Education and other aspects which reflect our Christian Foundation. All children will at some point make wrong choices but it is our intention that through this policy our pupils can be given clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

AIMS

We aim: to ensure care and consistency

 to be fair and be seen to be fair

 to treat all with respect

 to have clear expectations and strategies to ensure they are met

 to provide planned activities which motivate all to learn academically and socially.

Countess Gytha Primary School GOLDEN RULES

The Golden Rules are a teaching and learning tool which need to be constantly re-enforced and highlighted by all members of the school community.

- Always be honest, helpful and kind to your friends and others
- Always treat each other how you wish to be treated.
- Always try your best, persevere and be resilient in your learning
- Always move around our school quietly and safely
- Always be respectful to others and our school
- Always respect each other's right to learn.

Countess Gytha Primary CLASS RULES

Each class has its own set of Class Rules and these are designed and agreed upon by the children at the start of every new school year. The Class Rules are displayed in each class and are referred to regularly by the class teacher to promote good behaviour within their classes.

INCENTIVES TO POSITIVE BEHAVIOUR

We believe the ideal rewards are the intrinsic rewards offered by:

good relationships

a stimulating curriculum

positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success

The Reward System and the Incentives towards Good Behaviour:

Non verbal praise: a smile, high five, thumbs up, applause

Verbal praise: we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Countess Gytha Primary School Golden Rules and can be given to and by everyone. It may be private or public.

Marking Policy and Display

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

Sharing

In recognition of a particular task or behaviour the pupil may share success with others:

- i the class
- ii the neighbouring class or teacher
- iii an adult chosen by the child
- iv the Head teacher
- v Parents/ wider community

Rewards and Team Points

A weekly “Celebration Assembly” takes place where individual children in each class are praised for good work or good behaviour and are presented with certificates awarded by their class teacher. Each child is a member of one of four teams Quantock, Poldens, Mendips and Blackdowns and team points are accrued weekly.

The winning team at the end of each term is rewarded a House Mufti Day where they can come to school in mufti colours that represents their house colour.

Quantocks – Blue Mendips – Red Poldens – Yellow Blackdowns - Green

In each class teachers run their own individual and class reward systems for example; stickers, raffle tickets and marbles in a jar. These rewards are awarded to individuals or the whole class to reward a range of reasons. For example, displaying a learning skill, doing their very best and producing good work, showing kindness, excellent behaviour, or as a whole class lining up silently.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:

- Understanding of what was wrong

- Understanding feelings' of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

NB It is important at all times to criticise and target the behaviour and not the child.

Sanctions - The Three “Strike” Rule

For unacceptable behaviour, the following sequence will be used.

Praise - given to the children who are showing appropriate behaviour at all times.

Non-verbal – signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive first opportunity to do the right thing)

Verbal - a reminder of Golden/Class Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions.(Second opportunity to do the right thing). Class teachers have systems in place to record when using The Three Strike Rule.

Time out (Break/Lunchtime) this is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.)

If a child continues to misbehave, she/he will be referred to the Headteacher or a senior member of staff who will decide which of various sanctions should be applied.

The parents of a child who frequently misbehaves will be notified by a conversation or a letter signed by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate)

Incidents of behaviour that are referred to the class teacher that are considered significant or result in a consequence are recorded on the 'Behaviour Incident' Record Form and the pupil involved is asked to complete a 'Reflection Form' (younger pupils will have their thoughts scribed). These forms are then given to the

Headteacher and then passed to the Office to be filed in the 'School Behaviour File' within the appropriate class section.

For Serious incidents/persistent misbehaviour;
Referral to the Headteacher/ Assistant Headteacher.

Fast Track with involvement of the SENCo and outside agencies
Some behaviour may be so serious that a senior member of staff/ parents are immediately involved. Behaviour such as:

- i bullying
- ii defiance/ use of bad language
- iii damaging school or others' property
- iv assaulting a member of staff - verbal or physical
- v fighting
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/ Health and Safety issue

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted as exclusion (fixed term or permanent) may be necessary. Children may be excluded from planned visits due to their behaviour.

The Headteacher may decide upon an internal exclusion where the child works away from the class for a day. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.

2. An interview between the Headteacher/Senior Staff and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Headteacher/Senior Staff, in consultation with the Governors, Local Education Authority and outside agencies, will apply a fixed term or permanent exclusion.

EXCLUSION ARRANGEMENTS

PUPIL EXCLUSION FROM SCHOOL – ADMINISTERING THE PROCESS

The school will comply with the DFE guidance on exclusions, although not all elements of the process may be relevant.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

A regular review of the policy will be made in line with the School Development Plan to ensure it is pertinent, to decide whether the rewards or sanctions are appropriate and to consider how it fits with our status as a Church of England school underpinned by Christian values.

Reviewed and agreed: July 2018

APPENDICES

Procedures:

Appendix 1 Daily Routine in wet weather

All children go to their classrooms in the main building. Class teachers will be in their classrooms by 8.45 am, so that children are supervised.

Appendix 2 Procedures for Playtimes

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground area will be used for football games on a rota basis

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks.

Lunchtime Supervisors will line up and LSA/Teachers will take children to class after lunch.

Five minute handbell before the end of breaks, (10 minutes at lunchtime) informs the children to ask to go to the toilet, put any equipment away and return to the playground from the field. At the end of break/lunch, whistle means stand still and children wait for their class to be called to line up.

Appendix 3 Movement around the school

When moving around the school, classes will be supervised by an adult.

We expect all children to walk **quietly** along corridors and pathways.

Children will be accompanied by an adult to and from activities in the hall, for example whole school assembly. (Times agreed). On occasion Year 6 pupils will walk younger classes to their room.

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4 Countess Gytha Primary School Golden Rules:

- Always be honest, helpful and kind to your friends and others
- Always treat each other how you wish to be treated.
- Always try your best, persevere and be resilient in your learning
- Always move around our school quietly and safely
- Always be respectful to others and our school
- Always respect each other's right to learn.

SAFETY RULES

For our safety:

1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into allotment without an adult.
6. We will not harm others

Appendix 5 Behaviour Record Form and Child's Reflection Form



Behaviour Record

| | |
|-----------------------|-----------------------|
| Full Name of Child: | |
| Class: | Date/Time of Incident |
| Incident | |
| Recorded by: | |
| Position/Post | |
| Action Taken/Outcome: | |

Class Teacher Signed: _____

Child's Incident Reflection Form

| | |
|--|-------|
| Full Name: | |
| Class: | Date: |
| What did I do wrong? | |
| How did my actions affect how others felt? | |
| How did the incident make me feel? | |
| What can I do to make it better? | |
| What shall I do differently next time? | |

Class Teacher Signed: _____



Home School Agreement

THE SCHOOL AGREEMENT

This school will:

- * treat your child fairly, care for him/her and ensure his/her happiness and safety;
- * ensure that your child is well taught and that he/she achieves his/her best in all aspects of school life;
- * help your child to develop a sense of responsibility and to be considerate of others;
- * encourage the children to keep the school's rules;
- * provide a full range of subjects and after-school activities to meet your child's individual needs and interests;
- * keep you informed about your child's progress at regular formal and informal meetings and on annual reports;
- * keep you well informed about homework, punctuality, attendance and general school matters through newsletters etc.
- * be welcoming at all times and offer you opportunities to become involved in the daily life of the school;
- * operate a clearly stated Behaviour Policy which details expectations, rewards and sanctions;
- * respond to your concerns and questions as promptly as possible;
- * provide Termly information about areas/ topics being covered.
- * Behave respectfully towards parents.

Head Teacher's signature:



2 THE PARENT/CARER'S AGREEMENT

I/We will try to:

- * make sure my child arrives at school on time between 8.45 am and 8.55 am and with all the equipment he/she needs;
- * make sure my child attends regularly and inform the school of an absence on the first morning and provide a note of explanation for the absence when my child returns to school;
- * let the school know about any problems which might affect my child's work, behaviour or attendance;
- * support my child with home learning activities;
- * encourage my child to read and hear him/her read on a regular basis;
- * check that my child completes and returns homework;
- * encourage my child to join in the after-school activities which interest him/her;
- * attend parents' meetings and discussions about my child's progress;
- * support school policies and rules, and the code of conduct on behaviour;
- * attend Special Assemblies and other events.
- * comply with the school's uniform code.
- * respect the school policy to provide a safe environment, specifically with regard to parking, access to the premises and other security measures.
- * Behave respectfully towards school staff.

Parent's signature

CHILD'S AGREEMENT

I will:

- * keep the school's rules (these are displayed in the classrooms);
- * come to school each day on time;
- * bring the things I need every day and look after them properly;
- * wear my school uniform and be tidy;
- * work hard and do all my class work and any homework as well as I can;
- * behave well, and be polite and helpful to others;
- * help to look after the school and keep it free from litter.

Child's signature

AIMS

Home-School agreements provide a framework for continuing discussion about what teachers, parents and pupils can reasonably expect from one another.

WHAT OUR HOME-SCHOOL AGREEMENT CONTAINS

This Agreement brings together parts of many school policy statements and extracts from the School Prospectus. In order to keep the size of this Agreement manageable policy statements are not attached but are available from the school. The Agreement encompasses:

- * the standard of education that all pupils, regardless of their differing abilities, can expect from the school.
- * the ethos, aims and values of the school.
- * regular and punctual attendance.
- * discipline and behaviour including anti-bullying policy.
- * Homework Policy.
- * complaints procedure.
- * the information that school and parents give to each other.