



## Behaviour Policy

### *Our Vision:*

**To ensure that every child receives the highest quality education that is engaging, enriching and inclusive, in an environment that works hard to develop, support and care for all its members, with people that foster mutual respect and encouragement in accordance with Christian Values.**

'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects' -HMI

### **Aims**

- To encourage children to be responsible for their own behaviour and to show responsibility towards others, making thoughtful decisions that reflect their ability to know right from wrong.
- For all stakeholders to have a mutual understanding of the meaning of 'being good'.
- To help children move towards effective self discipline.
- To enable a fair and consistent approach to maintaining good order and resolving inappropriate behaviour.
- To be consistent in setting high standards and expectations and carrying them out.
- To ensure that pupils and staff are properly protected from unacceptable behaviour.
- To make all stakeholders explicitly aware of the strategies, rewards, sanctions and procedures.
- To enable all children to take full advantage of the learning opportunities presented to them to maximise their chances of success.
- To foster high quality relationships between class teachers and their pupils, non-teaching staff and pupils, pupils and pupils and adults and adults.

### **Strategies- What do we do to help them behave well?**

- The promotion and development of our Christian ethos.
- To have a key rule that encompasses the way we should behave towards each other- the Golden Rule-'To love God and to love our neighbour as our self'.
- For adults to act as positive role models .
- To give positive reinforcement for 'good' behaviour that is descriptive of the behaviour that is desired-e.g. well done for... sitting up nicely, walking along the corridor etc.
- To make all individuals feel valued by taking time to talk to them and giving them recognition for their effort.

- To foster mutual respect by talking to children and in front of children in a positive polite way and showing concern and patience.
- To show appreciation of each child's best efforts.
- To have a set of rules that are necessary for good order, fairness and safety and be consistent and insistent on their implementation in class and across the school.
- To involve children in the decision making for class rules.
- In-class motivation schemes.
- Ensure lessons are engaging, well planned, well resourced and appropriately differentiated.
- Super sitters.
- Dinosaurs rewarding positive learning behaviours.
- Giving children responsibilities and encouraging them to join in with school clubs and events.
- Encouraging children to show initiative e.g raising money for charity.
- Lining up order/seating places.
- Toilet/playground bands.
- Ensuring supervision is on time, in place and is proactive in reminding children of the rules of safety.
- Closer monitoring of children whose behaviour gives cause for concern.
- Proactively ensuring orderly movement around school.
- Family support worker giving children the opportunity for children to be listened to.
- Circle time.
- CPHSE lessons.
- Worship themes.
- Dialogue with parents - to be increased where concerns are raised by either party.
- Use of rewards and sanctions (see below).

Some of these rewards may be used from time to time.

### **Rewards**

- ✓ Visual signs- smile, nod, thumbs up.
- ✓ Verbal praise -in proportion to the behaviour- praise nearby good behaviour to pass on the idea.
- ✓ Sticker/ stars/marbles/ ladder charts/ table points/sticker charts/ book marks/ praise pads etc.
- ✓ Certificates/ team awards/teddy trophies.
- ✓ Photo copy work to take home/ invite parents in to see work.
- ✓ Visit Head Teacher to show good work or for kind thoughtful actions towards others.
- ✓ Celebration assembly with stars displayed on hall celebration board.
- ✓ Telling parents at the end of the day.

- ✓ Praise letters to be sent home for especially good behaviour achieved consistently over a significant amount of time.
- ✓ Whole class treats.
- ✓ Golden time with time deductions for those who haven't kept within the rules.
- ✓ Other teachers/TAs/MDS reporting good behaviour.

### **Sanctions**

- ✓ Visual-the hard stare, shake of the head etc.
- ✓ Verbal encouragement to conform.
- ✓ Verbal warning of the use of sanctions.

### **Indoors**

- ✓ Time out-should be visible to the teacher and only one child at a time in a particular space.
- ✓ Warning to miss playtime minutes.
- ✓ Missing minutes of playtime/Golden Time (If on duty child needs to stay with the duty teacher on the playground).
- ✓ Contact parents to engage support.
- ✓ Warning to go to another teacher.
- ✓ Sending to another teacher.
- ✓ Warning to go to Head Teacher.
- ✓ Sending to Head Teacher.
- ✓ Formal letter to parents warning of poor behaviour/calling parents in for a formal discussion.

### **Outdoors**

- ✓ Time out on the bench
- ✓ Staying with adult for part or all of playtime
- ✓ Loss of privilege e.g. not being included in activity or using equipment or being responsible for running it
- ✓ Reporting to class teacher. MDS and/TAs write names on the board Teacher deals with incident at the next break and decides on consequence from a reprimand to loss of Golden Time
- ✓ Warning of sending to Head Teacher
- ✓ Sending to Head Teacher
- ✓ Formal letter to parents warning of poor behaviour/calling for a formal meeting to discuss behaviour

### **What do we do for those children who are having difficulty with their behaviour?**

- ✓ Parents invited into school to formally discuss behaviour.
- ✓ Behaviour book/star chart where appropriate.
- ✓ Referral to the SENCO/doctor.
- ✓ Placement on the SEN register with an IEP.

- ✓ Referral to Behaviour Support or other related outside agencies such as YES team or Educational Psychologist.
- ✓ Temporary exclusion.
- ✓ Pastoral Support Plan.
- ✓ Permanent exclusion

Exclusion from school is a last resort and the school will follow DFES guidelines. It is, however, an alternative that we will use for persistent anti-social behaviour or for one off very serious incidents

More serious incidents will warrant sanctions beginning at being sent to the Head Teacher followed by parents being invited in to discuss behaviour.

Please note that the following will not be tolerated at Mitcheldean School and sanctions will follow immediately relevant to the following misdemeanours:

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| 1. Physical Assault on a member of staff,<br>drug dealing, sexual assault        | -immediate exclusion   |
| 2. Swearing at a member of staff<br>/disrespect/insolence                        | - 1 written warning and internal exclusion.<br>- Further incidents =exclusion                                      |
| 3. Physical assault on another child   | -verbal warning/written warning/or exclusion depending on the seriousness of the incident. Parents informed.       |
| 4. Homophobic behaviour/comments<br>Racial harassment                            | -verbal/written warning. Reported to County Council. Exclusion if persistent offender                              |
| 5. Bullying including cyber bullying,<br>emotional, physical and social bullying | -verbal warning,/ parents contacted,/ written warning, /internal exclusion, exclusion. Possible police involvement |
| 6. Damage to property/criminal damage  | -Parents contacted. Possible police involvement. Reparation expected. Possible exclusion                           |
| 7. Theft   | -As above  |
| 8. Inappropriate language  | - verbal warning / loss of playtime / written warning/ Parents informed.   |

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| 9. Refusal to comply with a reasonable request  | --verbal warning, / parents contacted, / written warning, / internal exclusion, exclusion. |
| 10. Carrying a weapon or anything that could be used as a weapon with intent to cause harm. | --Parents contacted. Possible police involvement. Exclusion .                              |

The seriousness of each individual incident will be taken into account and the consequence may be a verbal warning for a first incident or may go straight to exclusion for the most serious offence.

Action will be taken against pupils or parents who are found to have made malicious accusations against school staff.

Children do make mistakes with their behaviour. We do not want to label children and any child who genuinely wants to move forward will be given every chance to have a fresh start and show they are determined to improve.

### **Home school agreements**

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents and pupils will be asked to sign following their child's admission to school.

### **Equal Opportunities**

Children will be treated fairly, but appropriately for their age, regardless of gender, race social background, ability and beliefs.

This policy is cross referenced to our Anti-bullying Policy, Confidentiality Policy, CPHSE Policy, Physical Intervention Policy, Racial Equality Policy, Gender Equality Policy, Teaching and Learning Policy, Safeguarding Policy and SEN policy including acknowledgement of the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Policy Reviewed September 2014

Renewal date September -2015

