



Shaftesbury C of E Primary School
(Part of the Shaftesbury Academy Trust)

Behaviour Policy

This policy was adopted by the Governing Body

On 9th March 2016

It will be reviewed 9th March 2017

A policy for Behaviour management

At Shaftesbury C of E Primary School we feel it is vitally important that children, staff and parents work together to determine a level of acceptable behaviour in all areas of school life. In order to achieve this, all staff have been involved in producing the content of this policy. We firmly believe that children thrive socially, academically, physically and emotionally in an environment where good behaviour is promoted and apparent.

Our aims are:

- To establish a school community which positively promotes socially acceptable behaviour
- To ensure we provide a safe, secure environment for everyone
- To ensure consistency, fairness and equality of opportunity for all
- To support our children in becoming socially acceptable adults who can make positive contributions to their community and environment

Our policy is based upon the rationale that:

- Our school environment promotes harmony and peace within a Christian atmosphere of healthy debate, promoting tolerance for others
- All children have a right to access the curriculum without interruption or threat of insecurity.
- All children and adults have a right to feel comfortable, secure and supported in their working environment.
- Positive behaviour is encouraged and promoted at every opportunity.
- Any behaviour which impedes teaching and learning is unacceptable
- Any behaviour which threatens safety and security, both physical and emotional, is unacceptable.

Home School Agreement

This was developed with staff and children, and as part of the induction process every new academic year it is reviewed and promoted. It is signed by all parties and copies are kept by parents and school.

How do we encourage our children to behave in a consistently acceptable way?

- We act as positive role models in our interactions with others.
- All members of the school staff report, share and discuss information.
- We involve the children in determining rules and agreed procedures.
- We set clear boundaries of high expectations and explain why these are necessary.
- We actively and explicitly encourage and support the children in applying methods by which they can take responsibility for their own behaviour.
- We encourage children to develop methods by which they can sort out problems themselves.
- We teach them when it is appropriate to get adult help.
- We reinforce strategies at regular, planned times as well as spontaneous opportunities.
- We plan opportunities for self evaluation and reflection.
- We are realistic whilst being demanding in expectations.
- We do not blame or label individuals; we work with them at improving their behaviour.
- We take time to explain not punish.
- We work with parents- we do not blame them.
- We listen and offer confidential support to parents and children when necessary.
- We are creative in providing a stimulating environment and curriculum which encourages positive on task behaviour.
- We ensure inclusion as we do not discriminate according to gender, social standing, colour, race or disability.
- We encourage and support training for and adoption of new strategies where suitable.
- We keep any necessary paper work up to date.
- We use informal support mechanisms to encourage and support behaviour modifications.
- We liaise with outside agencies and support services.

We actively and explicitly encourage and reward acceptable, good and outstanding behaviour in children and adults through:

- Awarding House points
- Awarding certificates
- Giving praise, both verbal and written
- Encouraging and rewarding responsibility, independence and individuality
- Making others feel valued by showing and expressing gratitude and appreciation
- Rewarding a show of tolerance or forgiveness
- Sharing examples of good or outstanding behaviour
- Circle time
- Whole school assemblies
- PSHE initiatives
- Using monitors in class
- A buddy system of support
- Friendship bench
- Lunchtime treat system

Strategy for management of unacceptable behaviour in school

We use a sun and 2 cloud system for behaviour management. At the start of each day, all children start on the sun.

1. For the first significant interruption to learning and teaching, the child's name is displayed as a visual warning by being placed on the '**white cloud**'. The reason is clearly explained to the child and an example of acceptable behaviour given. The right for the other children to learn is being compromised. The reception class children will have an initial red warning before their names are put on the white cloud.
2. For the second interruption on the same day, the child is **moved away** from the main body of the class for the remainder of that teaching session but continues to listen and learn. Their name is moved onto the '**grey cloud**' where it remains for the rest of the day. (If Golden Time is used in the class the class teacher records separately the number of minutes missed).
3. Following the third interruption, the child has forfeited their right to remain with their class, and is **sent to a partner class** until the end of that teaching session. They then rejoin their class for the next teaching session but remain on the grey cloud.

4. For continued disruption or inappropriate behaviour, the child is then sent to, and spoken to, by the **Head of Key Stage** and they miss the following break time in 'isolation' (normally in the Head teacher's room). The **class teacher** will contact the child's parent as soon as possible thereafter. At this point the incident is logged by the **class teacher on the behaviour log**.
5. Once back in class, if the child disrupts again they will be sent directly to the Head teacher or Deputy Headteacher. At this point **internal seclusion** and exclusion may be considered by the school and the parents informed.

If the Head of Key Stage has to speak with the child twice in any half term period the Headteacher or Deputy Headteacher will contact and speak to the parents.

Inappropriate behaviour is recorded on the **school's behaviour log** (P drive). This is monitored by the learning mentors. If there is a pattern or regular inappropriate behaviour a suitable strategy will be implemented. Parents are informed.

Severe clause – for extreme behaviour such as severe hitting, biting, swearing, homophobic or racist incidents, or leaving the school premises without permission children will be sent directly to the Headteacher and the child's parents contacted immediately. All incidents will be recorded on the **school's behaviour log**. Severe incidents are recorded by the Headteacher and reported to the governing body and are likely to involve **seclusion or exclusion**.

WHEREVER POSSIBLE EVERY CHILD STARTS EACH DAY WITH A FRESH START

Involvement of the governing body

New initiatives regarding Behaviour Management are discussed with the curriculum committee. The headteacher reports incidents of severe poor behaviour, (e.g. actions resulting in injury to children) to the governing body through the headteacher's report to governors. Incidents of racial abuse or bullying are also reported.

Linked Documents:

Every child matters

SEAL document and curriculum plans

Collective worship policy

Equal opportunities policy

Anti bullying policy

Home school agreement