

Behaviour Policy

Our Approach

We believe in affirming an individual in our school and usually our warm holistic approach secures a child and they enjoy being a part of our school community and respecting the need for our rules. We strive to ensure the provision of a learning environment which is secure, and yet academically challenging, for each of the children in our care.

We recognise the importance for close partnership between home and school in securing your child's learning journey and your child's disposition to learning and attitudes to others impact greatly on their progress and success; this policy clarifies our intentions and our approach regarding discipline.

We say to our children, that 'we are NICE here'.

Our school prayer reminds us to follow in Jesus' footsteps.

Our school Aims can be said as a prayer to 'Help every Child to shine.'

Our school **Children's Code** reminds us to act with care and respect for others at all times.

☺ NEVER BE UNKIND, (NEVER BULLY)

☺ I CAN FOLLOW INSTRUCTIONS

☺ CARE FOR EVERYONE

☺ ENJOY LEARNING

Our Code is shared and agreed with children annually in a Whole School Assembly/Worship in September and talked about in class.

Positive rewards-Those children who behave in an appropriate manner will be rewarded for their positive response:

eg: Praise, positive affirmation, marbles/housepoints, stickers, 'treats- not sweets'. A headteacher's award is sent home as a special reward.

Our Behaviour Policy is a formal approach to be used to set clear boundaries as appropriate.

Aims of our Behaviour Policy:

- To take account of need to address behaviour both within the classroom and outside it.
- To state unequivocally the values which are being promoted
- To set out agreed criteria which define acceptable and unacceptable behaviour

Sanctions-Where a child chooses not to follow the rules they will face a series of consequences:

1. **Yellow Card:** Verbal warning- name noted (initials on Yellow card-twice in Key stage 1, once in KS2)
2. **Red card:** where child breaks our behaviour code when they already have a yellow card warning. At the head's discretion an incident may trigger an immediate red card.
3. **Red Card Behaviour sheet-** Child copies out Code of Conduct and what they did wrong. Child to complete. This is sent home and parent/carer signs the sheet.
4. Child to bring Red card behaviour sheet to Head teacher, or put on Head Teacher's desk and she will ask to speak to them at a suitable time.
Head will talk to child about responsible choices and model/rehearse what should have been said or done in the situation.
5. If behaviour is a cause for concern due to the incident and response or an individual is not modifying his/her behaviour in school the head will agree with the classteacher that parents / guardians are contacted.
☺ In cases of severe disruption the child will be sent, immediately, to the headteacher and parents notified.

The sanctions are **not cumulative** beyond a day but will be noted on our School behaviour record.

Conversations with the Head teacher about behaviour/friendship difficulties/play difficulties- these are noted on CPOMS at the discretion of senior leaders.

For children who are continually choosing to breach the rules an **Individual Behaviour Plan** will be introduced.

If an Individual's behaviour gives cause for concern over a period of time then the Headteacher and class teacher will agree;

- i. Formal discussion with parents
- ii. Adoption of individual behaviour plan (IBD)
- iii. Exclusion for up to 5 days
- iv. Permanent exclusion (in accordance with LA model)

We recognise that children identified as continually choosing to break the rules may be 'Vulnerable' and this will be recognised in school. They will be given support and advice from other agencies - as appropriate.

'Rewards and Sanctions (extract from Staff Handbook)

(See Behaviour policy, Code of Conduct, Home-School Agreement and Pastoral policy.) Children's minds function in conditions of high challenge and low threat. Classrooms characterised by uncertainty and risk, frequent put-down and rare praise inhibit higher order thinking, memory and purposeful learning. (that was the Science bit!!) In this school we give no negative 'points'. House points, stickers, head teacher's awards and praise are given as rewards - check that no one is overlooked. Monitor equity of access to jobs, roles in services/plays/extra-curricular activities. Always let children go to the lavatory, if it appears they have a problem, note it and discuss it with their parents and the head.

We are never sarcastic to children or overtly negative; we work hard to build a relationship which secures the child and opens their mind to learning. No child should prevent another child from learning. Try not to resort to shouting. be aware that if you are in 'control mode' you are not fully engaged in your teaching. Be aware of your rapport with your class in order to maximise learning. Where there is a discipline issue or attitude problem refer to the discipline policy and discuss the matter with the head or deputy. (see 'Learning: the Key') Check that they have a piece of 'quality' work on display to boost their self-esteem. **Find out what lights their spark and build meaningful relationships with them which are reinforced on a daily basis.'**

Reviewed: September 2020

Policy for Annual review



WYBUNBURY DELVES
C of E Primary School

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BEHAVIOUR Sheet for (Year)

You have been given a RED CARD by..... Date:.....

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TIME TO THINK, COPY OUT OUR CODE SO THAT YOU REMEMBER IT.

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☹ What did you do that was wrong?

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Please can you share with your child at home, sign and return. Thank you

..... (parent/carer)

Received for records- K. Chesters (Head Teacher) / N. McCurrie (Deputy Head Teach)