



**FROXFIELD
CE SCHOOL**

Review Cycle:-	Annual	Date of Next Review:-	September 2022
Approver:- Chair of SDG	Signed:- Date:-	Approver:- Head Teacher	Signed:- Date:-

Behaviour Policy

Aims of the Policy:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster a positive caring attitude towards everyone where achievements at all levels are acknowledged and valued.
- To celebrate pupils' achievements, effort and good behaviour and use as a role model for other pupils.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behavioural choices.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour, including online behaviour, clear making children's safety our highest priority.
- To ensure all members of the school community understand our behavioural expectations.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To create a consistent approach to rewards and sanctions which are age appropriate and clearly understood.

SCHOOL VALUES

Our whole school approach to behaviour management is underpinned by our ethos and Christian Values of 'Love, Courage and Respect.' These are displayed around the school, are referred to frequently and understood by all children. Puppets are used within the classroom to help younger children understand the significance of our values in our day-to-day lives.

THE GOLDEN RULES

We have developed 'Golden Rules' which are linked closely to our core values and cover all aspects of behaviour in school. These are displayed in all classrooms and communal areas. At the start of each year, these whole-school Golden Rules are re-introduced and are referred to continually to support positive behaviour expectations across the school.

THE GOLDEN RULES

**Ready
Respectful
Safe**

Our behaviour systems link closely to the Golden Rules, with rewards for children who keep the rules and sanctions for those who, despite warnings, continue to break the rules. All discussions regarding behaviour, with individuals or groups of children, refer back to the rules.

POSITIVE REWARDS

At Froxfield, we believe that children respond better to positivity than negativity. Positive interactions and rewards take on many forms, ranging from an expression of approval such as a smile or specific verbal praise to stickers, certificates or House Points.

Zone Boards are displayed in all classrooms and children's names are moved up the board in recognition of following the Golden Rules. Children who reach the top of the Zone Board during the day are rewarded with a house point.

There is a whole school system of 'compliments' which are rewarded to individuals as part of a class reward system. The class works toward an agreed treat, which they receive when the class compliment pot has been filled.

All classrooms have a Recognition Boards which is used to promote and recognise desired behaviours. Recognition targets are set focusing on desired behaviours that the class needs to work on and achievement of these is celebrated through names being placed on the Recognition Board. When the desired behaviour is embedded into daily routine, a new target is introduced.

For behaviour that goes consistently above and beyond what is expected, a postcard will be sent home to share this achievement with parents.

HOUSE POINTS AND GOLD BOOK

Every child is a member of one of four 'Houses', Ruby, Amethyst, Emerald and Amber. During the week, children are awarded house points or stickers for good behaviour. On a Friday afternoon the house captains collect all the points up and give these to the Headteacher. In Celebration Worship on Fridays, the house points are read out and the winning house is recognised and praised. At the end of half term the winning house receives reward time with the headteacher and at the end of the year a cup is awarded to the overall winning house.

House point charts are displayed in all classes and all members of staff can award stickers or house points both within class and at lunch and playtimes.

Each week two children from across the school are chosen to be in the Gold Book. These children are chosen by Mrs Farrow and, in Friday worship, she explains why those children have been chosen and the children are presented with the Gold Book. Their photo is taken and added to the book and their names are included in our newsletter.

Each week a child from each year group is identified as the Shining Star for the week and this is celebrated through the presentation of a certificate in Celebration Worship.

OUR COMMITMENT TO PROMOTE POSITIVE BEHAVIOUR

At Froxfield we believe that we **all** have a vital role to play in promoting positive behaviour and preventing negative behaviour.

To promote positive behaviour we will:

- Model the behaviour we want to promote through our relationships with children, parents and all members of staff.
- Build positive relationships with all our pupils.
- Celebrate and reward positive behaviour i.e. 'deliberately catch people being good'
- Refer to the language of 'choices' and promote and reward children for making the right choice
- Use positive language relating to desired behaviours (eg. 'We walk please' rather than 'don't run.')
- Refer to the Golden Rules frequently
- Apply the Behaviour Policy consistently
- Treat all children fairly (this does not necessarily mean that all children are treated exactly the same)
- Make adaptations to support children with particular learning, social, emotional or behavioural difficulties
- Allow children to make a fresh start following any sanction
- Ensure lessons are appropriately differentiated so that all children can access the learning
- Ensure classrooms are kept well-organised and tidy.

Guidelines relating to the behaviour of all adults connected with the school can be found in the appendix.

SANCTIONS

If children's behaviour is not consistent with our 'Golden Rules', there are clear procedures to be followed. Sanctions are intended to give children time to reflect on and adjust their behaviour. We believe it is the certainty and consistency of the sanction that matters, not the severity.

Stage 1 If a child breaks one of our 'Golden Rules' they will initially be reminded of the behaviour and redirected to the expected behaviour and 'making good choices' will be discussed.

Stage 2 If the child does not respond to this they will be given a verbal warning and their name is moved down on the Zone Board. This should act as a prompt to encourage a child to change their behaviour.

Stage 3 If the unacceptable behaviour continues they will then move to the next stage of the Zone Board. This will result in 'time-out', either during 'Work Time' or at playtime, depending on the age of the child.

Stage 4 If the unacceptable behaviour continues the child's name is moved to the bottom of the Zone Board, which results in a visit to the Headteacher where a record of the behaviour is made in The Behaviour Log Book. If a child's name is written in the Behaviour Log Book on more than one occasion, parents will be informed.

Each day every child is given a 'fresh start' and all names are placed on the centre of the Zone Board.

PLAYTIMES / LUNCHTIMES

During playtimes, inappropriate behaviour is sanctioned in a similar way. Repeated incidents of inappropriate behaviour, or any violence or incidents of bullying are followed up by the class teacher who will take further action if appropriate – this may include withdrawal from the playground for a period of time. (See anti-bullying policy)

EXCLUSION

Exclusion is used only where a child is either not responding to the range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others, or if the child has behaved in a way deemed as particularly extreme such as being violent towards another pupil or member of staff, or has used foul or abusive language towards any member of staff. The school fully adheres to HCC procedures relating to exclusion in the event of any exclusion becoming necessary. Further information can be found at <http://www3.hants.gov.uk/education/parents-info/education-exclusions/exclusions-full-guide.htm>

CHILDREN WITH SPECIFIC BEHAVIOURAL DIFFICULTIES AND INDIVIDUAL BEHAVIOUR PLANS

Whilst the Golden Rules apply to all children, we understand that some children have Special Educational Needs that make it more difficult for them to manage their behaviour. These children may require more personalised behaviour management strategies and approaches.

In some cases, a Pupil Passport will be set up. These plans are based on a wide range of evidence gathering including observations of the child, advice from outside agencies and discussions with parents. Such plans are usually prepared by the class teacher in consultation with the SENCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

Other Documentation

This policy should be read in conjunction with: - The Anti-Bullying Policy, Safeguarding and Child Protection Policies and The Policy for Physical Intervention.

Monitoring & review, policy into practice

This policy will be reviewed at least every two years and more frequently if incidents occur that require its review.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.

Appendix 1

Behaviour Expectations for all adults involved in school.

How we promote, encourage and sustain good behaviour:

Adults

We view all the adults who come into school as positive role models for our children. That means we expect them to behave in a way that sets a good example for the pupils of Froxfield CE Primary School, showing them how to get along with all members of the school and the wider community. It is therefore important that all adults on the school site adhere to the following simple guidelines:

- Treat people with respect and courtesy – listen to what they say, don't shout them down, seek help if there is a problem.
- Remain calm at all times on school premises – we understand that sometimes things may have caused upset or anger, but showing loss of temper usually makes a situation far worse.
- Ensure appropriate language is used at all times on the school site – the use of racist, sexist, homophobic or abusive terminology is completely unacceptable as is swearing.
- No members of staff, parents or children are to be the victims of abusive behaviour or open to threats from other adults on the school premises.
- Follow the rules of access to the school site, in the buildings or in the grounds and car parking area.

It is an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on school premises.

In the event that any pupil or parent/carer of a child or children being educated at Froxfield CE Primary School is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking sites.

We value the partnership between home and school. Staff and parents work together to promote good behaviour before, during and after school. Where there are worries or concerns adults are asked to discuss this with the class teacher, Headteacher or Governors.

