BEHAVIOUR POLICY

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<th>Forestdale Primary School</th>
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<td>September 2016</td>
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<td>September 2017</td>
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<td>SLT</td>
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THIS POLICY WAS AGREED BY THE FULL GOVERNING BOARD ON 14 SEPTEMBER 2016

Vision

Our Behaviour Policy is based on our values and aims:

Our intention is to help all children reach their potential, develop an enthusiasm for lifelong learning and equip them for future opportunities, responsibilities and experiences and become valued members of society.

Our aim is that all pupils are provided with an education not only appropriate to their needs, but one which extends and develops their interests and abilities and raises standards.

We work as a school community to enable each child to develop an enthusiasm for life, together with a sense of pride in themselves, the school and the community.

We believe that Forestdale Primary School is a place for learning for all members of the school community. We actively foster attitudes of independence and self-confidence. Through modelling the qualities of care, fairness and respect we create an environment that provides security and recognises small steps of success for everyone.

We aim to provide an environment where everybody feels welcome and where diversity is acknowledged and celebrated.

We expect all members of our school community to accept responsibility for themselves, for their actions and for the well-being of others.

TO BE READ IN CONJUNCTION WITH:

- Child Protection Policy
- Anti-Bullying Policy
- Code of Conduct
- Health and Safety Policy
- Teaching and Learning Policy

EXPECTATIONS REGARDING PUPILS

Pupils will be expected to:

- Show respect for the opinions and beliefs of others
- Behave in a reasonable and polite manner to all staff and pupils
- Follow the school rules.
- Move around school quietly, showing regard for others by holding open doors and
demonstrating good manners.
- Be in the right place at the right time
- Follow reasonable instructions given by school staff
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment

EXPECTATIONS REGARDING STAFF
Staff will be expected to:
- Reinforce clear expectations of behaviour
- Create a swift and purposeful start to the lesson
- Deliver a suitably planned and structured lesson which meets all individual needs
- Deal with incidents of inappropriate behaviour by following the school’s procedures
- Promote and reinforce positive behaviour in the classroom
- Always speak calmly and respectfully to the children
- Implement the Learning to Learn approach at the beginning of each term to ensure that good routines are in place.
- Lunchtime Supervisors are provided which an incident book to record behaviour or other issues. All incidents are to be shown to the child’s class teacher and then initialled and followed up on.
- Teachers need to record any follow up meetings with parents on a Parent Meeting Form and keep in their Parent Meeting Folder.

EXPECTATIONS REGARDING PARENTS AND CARERS
Parents and carers are expected to:
- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Model good behaviour through speaking respectfully to and acting courteously to staff members.
- Ensure that children arrive at school on time ready to learn.

RULES
We promote positive behaviour and work together as a community to reduce the number of incidents involving undesirable behaviour. We have one set of rules that everyone is expected to observe and follow. These rules are on display in every classroom.

Our rules are as follows:
- We always listen to adults and each other.
- We work hard and always try our best.
- We keep our hands and feet to ourselves.
- We take care of everything in school.
- We always treat everyone with respect.
• Line order – This should be register order.
• Whisper – no voices louder than a whisper when moving around inside school
• Children’s hands – should be by their sides
• Remember manners: Holding open doors, please, thank you, knocking on door before entering etc.
• Praise from adults for children walking well around school
• Y6 and Y5 prefects to help support at lunchtime.

Rewards:
The use of praise and rewards is important in developing high self-esteem and in promoting positive behaviour and values. All members of staff are involved in the rewards process.

Good behaviour is promoted and rewarded through a variety of strategies. This could include verbal praise, a comment and/or a smile of recognition, a mention in front of the class. Positive feedback can be given to parents and carers through informal conversations.

We use a system of rewarding children that is cumulative. All children are aware of how they can be rewarded and how these build upon each other.

Achievement Stampers
Stamps can be received in all subjects or for homework, spellings, times tables. The number of stamps a child has is recorded by the teacher on a class list. The cumulative total is recorded on a stamper certificate which is presented at the end of the year. Small prizes are given at the achievement of 20, 40 and 60 e.g. stickers, pencils.

Mentions
Mentions can be given for exemplary behaviour or attitude to learning. These can be given to individuals, groups or the whole class. The class with the most mentions each week will receive a reward such as golden time or extra play. The mentions are displayed as leaves on class mention trees in the hall.

Gold Book
Each week there is a ‘Gold Book’ assembly. Children from each class are nominated for the ‘Gold Book’, which is read out in assembly. Children are invited to share the good things, which have happened with everybody else. Children may be nominated for the ‘Gold Book’ for work related activities, behaviour or service within the school community. There is no limit to the number of times, which a pupil can be nominated in the ‘Gold Book’. Children are presented with a certificate.

Attendance
School attendance is also celebrated and rewarded.
Each week at a whole school assembly the class with the best attendance receive the attendance bear. Each term children with 98% attendance or more are presented with a certificate. Children who achieve 98% attendance or more for the whole year are invited to a party. Children with 100% attendance for the whole year are presented with a certificate and a prize.

Sanctions:
Most children behave well most of the time. However, despite our positive strategies there are occasions when a child does not follow our school rules. This is when sanctions will have to be applied. It is important that sanctions are applied fairly and consistently by
all adults in line with this behaviour policy. Sanctions are most effective if they are given immediately and accompanied by a clear explanation of the rule that has been broken and the behaviour that is expected in the future.

We focus on the inappropriate behaviour of a child and how they can behave appropriately. We do not say that the child is bad but it is their behaviour which is inappropriate.

**Verbal warning** – a child is spoken to about why their behaviour is unacceptable and how they should behave.

**Name on board**
If the behaviour continues then the child’s name is written on the board. *This can be removed at the end of the session.*

**Tick One**
If behaviour is repeated tick is placed by the child’s name.

**Tick Two**
If behaviour is repeated the child receives another tick and may be moved elsewhere within the classroom.

**Tick Three - Time out to another class** – sent to another class, with a Behaviour Incident sheet (See Appendix 1). This must be completed by the child and discussed and signed by the parents and placed in the Parent Meeting folder. The parents must be informed, at the end of the school day or at the next available opportunity.

**Reflection time**
When a child is sent out of class they will also be seen by the Headship Team. They will be expected to use part of their break or lunch time to reflect on their behaviour.

**Fast track**
A child can be fast tracked through any of the stages for:
Inappropriate language or remarks e.g. swearing, racist or sexual language or extreme rudeness.
Inappropriate physical contact e.g. fighting, punching, kicking, spitting
Refusal to comply with an adult’s request or instruction which results in serious disruption to the class or puts child, peers or adults at risk.

**Behaviour Plan**
Repeated behaviour incidents will trigger the involvement of the Headship Team. This will result in a behaviour plan and meeting between teacher, parents, child and the Headship Team. This will be tailored to a child’s individual needs.

**Formal meeting**
If the behaviour plan has not been successful it may be necessary for the school to involve pastoral support such as the parent worker or outside agencies (Educational Psychologist, Victoria House).

**Exclusion**
At any point there is the option to fast track pupils through the stages.

The Head Teacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a **fixed term or permanent exclusion**. In the case of all exclusions, parents or carers are informed in writing of the reasons for the exclusion and
their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

We consider the following behaviours to be totally unacceptable, and such behaviours will lead to immediate discussion with the parents of the child concerned and may lead to exclusion and the involvement of the local Police if necessary:

- Leaving, or attempting to leave, the school premises without permission
- The carrying of knives and other such dangerous or illegal items or substances.
- The threat of using knives and/or other dangerous items against another child or adult.
- Deliberate or attempted vandalism of school property or on the way to and from school which impacts on the local community.
- Deliberate continued threat of aggression.
- Behaviour which is out of control
- Deliberately hurting someone and leaving them injured
- Stealing property
- Inappropriate sexual language or behaviour
- Racist, homophobic or any other type of discrimination related abuse.
- Any behaviour that compromises the health and safety of the child and/or others in school
- Refusal to comply with requests from the Head Teacher or Assistant Head Teacher when other sanctions have failed

FURTHER SANCTIONS

Staying for after school clubs and events may be restricted or withdrawn if a child’s behaviour is consistently inappropriate.

Where there has been wilful damage to property, pupils and their parents will be asked to pay or replace the damaged items.

Children may be asked to write apology or explanatory letters to the person they have upset by their behaviour. Sometimes it is appropriate for these to be completed at home.
EYFS and KS1 Incident Sheet
TO BE COMPLETED BY ADULT

Name ................................................................. Date .........................................................

Class ........................................... Where ........................................................................

What happened?

Refusing to work                                      Refusing to follow instructions
Inappropriate language/behaviour                     Fighting/Physical contact
Rude to an adult/child                                Endangering self/others

Signed

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TO BE COMPLETED BY CHILD

Which school rule did you break? (circle the picture)

Listen to adults Work hard
Care for things Kind hands/feet/mouth
Show respect

Signed parent/carer
Behaviour Incident Sheet

Name ............................................................................................................

Date................................................................. Class...........................................

Where were you?

Who was involved?

What happened? (What did you say, what did you do?)

Which school rule did you break?

What could you have done differently?

How can you make sure that this doesn't happen again?

Signed ................................................................................................. (Teacher)

Signed..................................................................................................(Parent/Carer)