



Behaviour Policy

Reviewed April 2016

Rationale

At Deerhurst and Apperley Primary School, it is our intention to provide all children with the opportunity to work and play in a safe, secure environment, enabling all teachers to teach and all children to learn. The school behaviour policy underpins the above statement.

The staff at Deerhurst and Apperley C of E Primary School feel that any difficulties should be dealt with in a sensitive and positive way. Time will be given to listen to the child's views and opinions, and these will be considered fairly.

Our school rules are few and simple:

- We will all work hard;
- We will all behave well;
- We will all respect each other;
- We will all look after people and property.

Children are also encouraged to remember their 'PETS' - Please, Excuse me, Thank you and Sorry.

'All' in this context includes the whole school community, not just children, and we believe that if we all adhere to these simple rules, we will also all have fun!

Aims of the policy

To this end, we will:

- establish routines that will help children to become independent;
- recognise the effort and achievement of individuals and groups of children and adults;
- provide an engaging and well differentiated curriculum that addresses the needs of the children;
- seek to establish a sense of collective responsibility which promotes partnership between home and school and within the school;
- promote a culture of respect within the school - respect for peers, adults and property.

We believe that children will behave well when they are given:

- good role models (children and adults);
- praise, to help them feel confident and valued;
- a happy, caring and safe environment;

- clear, simple instructions;
- clear expectations;
- established routines;
- mutual respect (for children and property);
- a well prepared, engaging and inspirational curriculum;
- opportunities to build self esteem;
- a sense of belonging;
- a supportive framework for a team approach;
- opportunities for partnership (e.g. parents, other agencies).

Rewards

At Deerhurst and Apperley School, we believe that all efforts and achievements deserve recognition which is timely and appropriate. Children can expect to be rewarded for good work or behaviour. Once a reward has been given it should not be taken away.

Some typical rewards for appropriate behaviour would be:

Daily

- Plenty of praise and encouragement in the classroom, around the school and during collective worship e.g. thank you for working so hard / quietly / well; thank you for holding the door open for me; well done, I like the way you sat quietly.
NB: We recognise that some children are more comfortable with praise being awarded privately and this will be respected.
- Plenty of smiles.
- Non verbal recognition (e.g. thumbs up)
- Recognition by all members of staff / Headteacher - award of motivational stickers.

Weekly

- Good work and behaviours are recognised and selected for Friday Celebration assembly - attended by parents twice per term. We believe that if anyone achieves acknowledgement for good work on a subsequent occasion he or she deserves recognition regardless of having been given this accolade previously.
- Awarding of house points which contribute to the end of year House Trophy celebration at end of year celebration.

When children have been exceptionally good, direct contact will be made with parents, for example, by meeting at the school gate, phone call, postcard/letter etc.

There are also some 'in-class' systems of rewards. For example, house points are awarded across the school, and sticker charts and marble jars are in use across the school. Occasionally children are presented to the head teacher for special recognition in school.

Discouraging inappropriate behaviour

At Deerhurst and Apperley C of E Primary School, we believe that everyone should be provided with a safe and secure environment, which enables teachers to teach and children to learn. We recognise that there will be times when some children will be challenged by the expectation of following class and school rules. We will support them by providing clear and consistent boundaries, and opportunities to have their concerns listened to.

The introduction of a Zone Board System in September 2007 has proven a valuable resource for behaviour management. This system is carried out with consistency across the school and all staff and pupils are aware of how the system is implemented and how sanctions are carried out.

In order to gain consistency in practice, we have completed the grid at Appendix A for guidance. This guidance is to be used at staff discretion, and should take account of the developmental needs of the child.

Identifying pupils with behaviour difficulties

We recognise that some children will have difficulty in following all of our rules and routines. It is our responsibility to identify the needs and support necessary to help these children to access the curriculum and opportunities available to them. In order to help us identify children with behavioural difficulties, we will follow the guidance of the SEND (Special Educational and Disability Needs) Code of Practice, the County's SEN Handbook and the 'EAST' pack.

Once a child is involved in a Level 2 behaviour (see the grid at Appendix A), this will be our 'cause for concern' stage, and will trigger adults to systematically gather information to decide whether the child should be placed on the SEND register at 'School Action', with an IEP (Individual Education Programme) put in place. This information will inform the IEP targets, and will be a baseline against which progress will be measured. The child's views will be considered in setting the targets, and specific support will be provided to help achieve these. If the child is unable to make

progress, and the behaviour persists, the child may be vulnerable to exclusion. In these instances, a Pastoral Support Plan (PSP) will be completed with parents and representatives of the Local Authority (LA). Our purpose in drawing up a PSP is to identify ways to keep the child in school.

If the child is unable to be in school, the Headteacher, in consultation with the Governors, will consider temporary or permanent exclusion, following LA guidelines.

Summary

Every member of staff is aware of the need to be positive as often as possible with children. We endeavour to promote a 'catch the children being good' culture, recognising that children respond well to praise and that where high expectations of work and behaviour exist, the instances of poor behaviour will be minimised.

To this end, we also aim to give children responsibilities within school. These will include classroom duties (e.g. collecting the register, switching on computers, keeping the book area tidy), and wider school duties (e.g. collecting playground equipment, setting hall up for collective worship).


We also recognise the need to be constantly evaluating the policy, and in particular the strategies used for rewards (and sanctions), to ensure that they are up to date and relevant. Our policy and practice will therefore be reviewed at least annually.

Monitoring and Review

In order to monitor the effectiveness of our policy, we will consider each of our aims. The grid at Appendix B outlines the arrangements to monitor the policy. It is the responsibility of all adults to actively do this.

The policy has been reviewed by staff on 10/09/14 staff meeting and will be shared with children. The policy will be presented to the Full Governing Body meeting of April 2016 for approval.

Head teacher: Jayne Neveu

Signed:  Date: April 2016

Chair of Governors: Aaron Mulligan

Signed:  Date: April 2016

APPENDIX A

Dealing with Inappropriate Behaviour

At Deerhurst and Apperley C of E Primary School, we recognise that there will be times when children will be unable to follow our rules and routines.

In order to address incidents of unacceptable behaviour, we will follow the guidance provided within the sanction grid below.

For children with recognised behaviour difficulties, specific strategies will be identified within their IEP.

Unacceptable Behaviour – Level 1 <ul style="list-style-type: none"> • Not on Task • Disrupting another child, chatting in class • Distractions, interruptions • Swinging on chairs • Running in the school • Ignoring instructions • Unnecessary movement around the classroom • Playtime incident (1st incident) such as name calling/ snatching/ pushing 	In- Class Response Will include <ul style="list-style-type: none"> • Non- verbal response such as look or signal • Rule reminder (1st warning) • Praising children who are following rules • <u>Quiet</u> respectful reminder with child/children (2nd warning) 	Lunchtimes and Playtimes <ul style="list-style-type: none"> • Non- verbal response such as look or signal • Rule reminder (1st warning) • Praising children who are following rules • <u>Quiet</u> respectful reminder with child/children (2nd warning)
Unacceptable Behaviour – Level 2 <ul style="list-style-type: none"> • Persistence of level 1 • Damaging the work of others • Minor vandalism – scribbling on tables, flicking rubbers, twanging rulers • Mild inappropriate language • Threatening behaviour • Answering back • Telling lies/ getting others into trouble 	In- Class Response Will include <ul style="list-style-type: none"> • Repositioning of child in class • Quiet verbal warning (3rd Warning) • Use of time out in a designated area • If trend in L2 behaviour, informal discussion between parents and class teacher, to monitor changes and progress. • Gather ‘ABC’ information – refer ‘EASI’ pack 	Lunchtimes and Playtimes Will include <ul style="list-style-type: none"> • Repositioning of child on the playground • Quiet verbal warning (3rd Warning) • Use of time out in a designated area • If trend in L2 behaviour, informal discussion between parents and class teacher, to monitor changes and progress. • Gather ‘ABC’ information – refer ‘EASI’ pack
Unacceptable Behaviour – Level 3 <ul style="list-style-type: none"> • Persistence of level 2 • Defiance • Refusal to work • Direct verbal/racial abuse – intentional swearing, gestures, bad language (aggressive and with intent) • Throwing sticks, stones, bark • Stealing/intent to steal • Bullying, persistent name calling • Major disruption of class activity • Vandalism, graffiti • Dangerous refusal to obey instruction • Leaving school premises without consent • Violence, hitting, kicking 	In- Class Response <ul style="list-style-type: none"> • Headteacher informed, parents contacted • Formal meeting with parents (negotiated staff members to attend) • During meeting future steps will be agreed and may include:- Target setting , IEP, PSP, Involvement of other agencies, temporary or permanent exclusion. 	Lunchtimes and Playtimes <ul style="list-style-type: none"> • Headteacher informed, parents contacted • Formal meeting with parents (negotiated staff members to attend) • During meeting future steps will be agreed and may include:- Target setting , IEP, PSP, Involvement of other agencies, temporary or permanent exclusion.

Monitoring the Behaviour Policy

Aim	Responsibility	Success Criteria	Sources of evidence
Establish routines that will help children to become independent.	<ul style="list-style-type: none"> • Class teachers within the classroom • All staff in and around school 	<ul style="list-style-type: none"> • Rotas established and used effectively • Increase in on-task behaviour, increase in volume of work • Resources maintained in a way that they are accessible • Improved presentation of work 	<ul style="list-style-type: none"> • Staff handbook updated • Samples of children's work • Observation of children, especially those with attention difficulties
Recognise the effort and achievement of individuals and groups of children and adults.	<ul style="list-style-type: none"> • Everyone, including Governors 	<ul style="list-style-type: none"> • Happier environment • Improved self esteem of both adults and children • Positive responses from parents 	<ul style="list-style-type: none"> • Minutes of Governors' meetings • Positive contact with parents • Compliments file • Questionnaires • Movement on SEN register
Provide an engaging and well differentiated curriculum that addresses the needs of the children.	<ul style="list-style-type: none"> • Headteacher • Teaching staff • Learning Support Workers 	<ul style="list-style-type: none"> • Better quality and quantity of work • Children motivated by the right level of challenge • Happier children experiencing success • Increased job satisfaction for all 	<ul style="list-style-type: none"> • Children's work showing steady progress • SATs results
Seek to establish a sense of collective responsibility which promotes partnership between home and school and within the school.	<ul style="list-style-type: none"> • Everyone 	<ul style="list-style-type: none"> • Retain numbers - stability in school • Mutual support, child for child, adult for adult • Increased voluntary support from parents in school, e.g. through PTFA 	<ul style="list-style-type: none"> • Questionnaires • Minutes of staff meetings
Promote a culture of respect within the school - respect for peers, adults and property.	<ul style="list-style-type: none"> • The school community 	<ul style="list-style-type: none"> • Children and adults being polite • Children and adults recognising the achievements of others • Children wearing school uniform with pride • A good learning environment • Hear 'PETS' around the school • Mutual support 	<ul style="list-style-type: none"> • Feedback from visitors / Governors to school • Feedback from staff when on school visits