

FLUSHING C of E PRIMARY SCHOOL

BEHAVIOUR POLICY

This behaviour policy aims to

- Support the Christian ethos of the school where individual members of the school community can feel safe, valued and respected.
- Follow Christian principles of repentance, forgiveness and reconciliation.
- Enable all to learn and work together in a positive and supportive way.
- Promote a learning environment where everyone feels happy, safe and secure.
- Promote positive relationships between children, and between children and adults.
- Treat all children fairly and consistently.
- Encourage children to become responsible and independent adults.
- Recognise and reward acceptable and positive behaviour.

As children grow and develop, we expect them to

- Follow rules and routines at school for reasons of communal health and safety, which promote a safe and pleasant learning environment.
- Listen carefully to instructions and follow them immediately.
- Participate in all activities.
- Have regard for the safety and well being for one's self and of others.
- Be gentle; not to hurt one another.
- Refrain from using foul language and swearing.
- Refrain from name calling.
- Have regard for their own property, the property of others, and school property.
- Understand that the behaviour of an individual can have consequences for everyone.
- Follow the Anti-Bullying Policy.

As children enter this school at the age of four, and are here until they are eleven, we recognise that rules, routines, rewards and sanctions may have to be adapted to be relevant and have meaning for different age groups. Different classes agree and display rules and routines.

Rewards for acceptable behaviour

- Private and public congratulation and praise.
- Dojo points, stickers, certificates, stamps etc.
- Nominations for a pupil of the week certificate at a praise assembly.
- Head teacher praise.

Sanctions against unacceptable behaviour

A clear system of school rules is followed and if children choose not to follow them a warning system is used. The general school rules are as follows:

- To listen and follow instructions.
- To respect other people's property.
- To not use foul language, swearing or name calling.
- To not hurt others.
- To walk safely in the school building.
- To take part in all activities.

If the rules are broken then a five stage warning system may be used.

1. A verbal warning.
2. 5 minute timeout.

3. Given Yellow Card.
4. Yellow Card issued (filled in with name and reason), child sent to another classroom with work to do for the rest of the lesson. The child also misses the next break time. The teacher keeps a record of Yellow Cards, and notifies the head teacher, through a red card, if a repeating pattern is established.
5. Red Card. A Red Card means that the child is sent to the head teacher. It is used if the Yellow Cards are not changing the behaviour or if an incident was deemed to be of a serious nature (for example, attacking or swearing at a child/adult, stealing, repeated refusal to follow instructions). All Red Cards will be investigated by the head teacher, hearing both sides of the story and establishing the facts. If the Red Card is upheld by the head, it will be recorded in the log book and the child will lose two break times. During any half term, if any child receives two Red Cards, a letter will be sent home telling the parents of the incidents and inviting them to meet with the head to discuss the behaviour. The letter will also state that if a third Red Card is issued that half term, a further letter will be issued requesting permission from the parents for that child to stay behind after school in detention; the school's expectation is that parents will support the request. The detention will last one hour. The time will be used to discuss behaviour and do any work interrupted by the behaviour.

The school will use various strategies to correct behaviour and will seek external support where necessary.

If a child receives three detentions in any half term, the head teacher will consider using further sanctions. The child could be given an internal exclusion (or move straight to exclusion), which means the child will attend the school but be set work to carry out not in their own classroom. This period will last for 2 days. It is to be seen as a cooling off/reflection process, as well as a clear indication to all concerned that failure by a child to correct the behaviour, will lead to further action.

After the internal exclusion, the child will return to their class, but their behaviour will be monitored for 2 weeks. If there is no improvement during that time, the head teacher may move to the next stage, exclusion. The parents of any child excluded will be given a letter explaining the reasons for exclusion and the procedures (including right to appeal), and work set by the school for the child to do at home. Exclusions can be fixed or permanent. More serious incidents can lead to the jumping of some stages. Exclusion cannot be delegated, and remains the decision of the head teacher.

It is common practice in EYFS setting for the school behaviour policy not to be applied in its entirety due to the developmental needs of children of that age. An EYFS behaviour system is attached to this policy.

Strategies which we apply to prevent unacceptable behaviour

- Providing a broad and balanced curriculum and a variety of teaching and learning styles.
- Reflection on practice by members of staff, for example where the child is sitting, the level of challenge of the work (either way), use of visual prompts to pre-empt potential problems.
- Positive classroom management strategies.

- Giving opportunities to take responsibility.
- Providing a range of extra curricular activities.
- Involving external professionals for advice and assessment.
- Providing staff training.
- Encouraging regular contact with parents/carers.
- Creating an individual behaviour plan for a child.

The role of the Class teacher/Teaching Assistant

The Class teacher has the responsibility of:

- Implementing this policy.
- Reporting to Governors when requested on the effectiveness of this policy.
- The duty of care towards all children and adults in the school.
- Supporting staff in the implementation of the policy.
- Keeping records of incidences of unacceptable behaviour and the action taken.

The role of parents

We explain rules, rewards and sanctions in the Prospectus and other sources of information, and we aim to build a supportive dialogue with parents by informing them of any concerns or incidents.

The role of Governors

The Governors have the responsibility of:

- Setting out these guidelines and
- Reviewing their effectiveness.
- Supporting the head teacher and staff in the day to day application of this policy.

The role of volunteers

See volunteer policy.

Review

This policy will be reviewed on an annual basis.

Signed

Date

11/18 MF