



# **ALDERBURY AND WEST GRIMSTEAD SCHOOL BEHAVIOUR POLICY**

September 2016

## **Introduction**

Children at Alderbury & West Grimstead School should have the opportunity to develop self-discipline, to think about the feelings of other children and adults and to care for their environment.

### **This will mean that our children will:**

- treat other children and adults with kindness, in a friendly and courteous way;
- behave in a quiet and orderly way in school;
- respect the importance of undisturbed learning;
- look after their own belongings ;
- respect the school's and others' property;
- behave safely and sensibly;
- be involved in the development of school and classroom rules;
- develop strategies for dealing with arguments and disagreements;
- be confident to ask for adult help which is fair and consistent.

### **This will be achieved by ensuring that:**

- expectations are clearly understood by all;
- time is committed to Personal, Social, Health Education and Citizenship (PSHEC);
- effort and achievement are recognised.

The following procedure is a starting point for improving behaviour within the School, and for acknowledging good behaviour. As a Christian Voluntary Aided School it is our aim to have children who make positive behaviour choices because they understand that it is right to do so in accordance with Christian principles, values and beliefs and the school values and standards.

## **Recognition of Good Behaviour**

Recognising the positive choices made by children is central to the success of our behavioural policy. We hope to raise children's self esteem through the regular and consistent use of the following which are detailed below, praise, privileges, trust, collective worship and assemblies, incentives for good work and behaviour and the book of excellence

### **Praise**

We acknowledge the importance to children of having the positive attention of adults. Good behaviour will therefore be rewarded by:

- an approving nod or smile;
- a quiet word of praise;
- praise in class or Collective Worship;
- team points, stickers and certificates.

## **Privileges**

These may be awarded to individuals, groups or classes and include:

- choice of activities during weekly Golden Time;
- choice of a game or activity for the class.

## **Trust**

In forming trusting relationships, we encourage children to:

- be a monitor or messenger;
- be a helper;
- use the quiet area responsibly
- use library and studio areas sensibly
- represent the school at public displays or sports events

## **Collective Worship and Assemblies**

Once a week, on Fridays, there will be Special Celebratory Worship. These will be occasions when children's achievements in and out of school, their work and their good behaviour will be acknowledged and praised.

## **Recognition of the school values within our school community**

Every other Wednesday is 'Values Assembly'. At this assembly we recognise those children who have demonstrated one of the school values, either Friendliness, Thankfulness or Service. These children receive a values book mark with the way in which this value has been demonstrated being explained to the school community.

At the end of year 6 three children who has most exhibited one of the three values is also presented with a prize as their role and contribution to our school life is celebrated.

## **Incentives for good work and behaviour**

At KS1, stickers will be given out to children who demonstrate good work, particular acts of kindness, politeness, helpfulness, or other services to the school community. Children will place these stickers on a record card. When two cards are completed, the child will receive a Star Pupil Certificate, to be presented during Celebration Worship. Two further cards will lead to a Star Award Certificate, and an additional two will lead to a Superstar Award Certificate. We hope that when children take these home, parents will talk to them about their good work and behaviour, and show their approval.

At KS2, children will collect team points. These will be in place in each class to recognise good work, good behaviour and effort. Children with ten points will receive a sticker to place on a record card. When the child has collected ten stickers, they will receive a Bronze Reward Certificate, which will be presented during Celebration Worship. On collection of a further ten stickers, a Silver Award will be presented, followed by a Gold, and the child will receive a Book Token. We hope parents will respond enthusiastically to these.

All Awards will be reported in the newsletter.

All staff may use additional stickers to encourage children by acknowledging good work or behaviour.

## **Book of Excellence**

Children who have improved their work, worked diligently, contributed to whole class learning in a positive manner, shown a positive attitude to their own learning or achieved high standards will have their names in a Book of Excellence and be congratulated by the Head Teacher and School in Friday Worship.

## **What will happen when children misbehave?**

We believe that rewards will outnumber sanctions, but that it is important for pupils, parents and staff members to have a clear idea of what sanctions will follow misbehaviour or unacceptable behaviour.

Staff will be alert to potentially difficult situations, use agreed measures and plan to avert such occurrences in order to ensure all children learn in a positive and calm environment.

## **Discouraging Inappropriate Behaviour**

First Incident	Step 1	Verbal warning.
Further Incidents	Step 2	Child is given a Yellow 'Warning' Card. The teacher may take this back if improvements in behaviour are seen to merit this.
	Step 3	Child is given a Red Card. This indicates a loss of five minutes of Golden Time for that week and misses the following playtime by sitting outside the staff room monitored by the class teacher or remaining with the class teacher in the classroom.
	Step 4	Two Red Cards will result in the pupil being seen by the Headteacher.
	Step 5	If 3 Red cards are given in a week then the Headteacher will meet with the parents and pupil to form an agreed action plan which will be reviewed at an agreed date.

Children who repeatedly fail to respond to the above steps and the agreed plan in place will be given the opportunity to select a member of staff to act as a mentor. The child and mentor will work together to devise a programme for improving their behaviour.

Children who do not respond to these school procedures will, in consultation with parents, be given an IBP (Individual Behaviour Plan) which will place them on the Register for Special Educational Needs and or Disabilities. If necessary, and with the agreement of parents, outside agencies may be consulted.

When all procedures have been implemented without significant improvement, short-term exclusions can be implemented in line with the Exclusion Policy.

## **Outcomes**

It is expected that children will take positive actions to express their misgivings for not making good behaviour choices to whoever is concerned whether it is an adult or pupil.

## **Serious Misbehaviour**

1. Deliberate violence or damage.
2. Blatant rudeness.
3. Outright refusal to cooperate.
4. Theft.
5. Substance Abuse
6. Persistent bullying (refer to 'Bullying Policy')

Each of these misbehaviours will result in the child being seen by the HeadTeacher or Senior teacher immediately, who will consult with the parents/guardians and decide on the most appropriate course of action.

## **Staff Communication**

**All staff will need to know of any special circumstances that may affect a child's behaviour.** They should also be made aware of any children whose persistent poor behaviour is being monitored. This is communicated through staff meetings and TA meetings.

## **Adults as Role Models**

All members of staff, visitors to the school, parents and guests expect to be treated with respect and in turn will speak to children and other adults respectfully. Staff will listen to both sides of any argument between children and do their best to make fair responses. A non-confrontational approach to discipline will usually be most effective. Raised voices will be needed rarely and even when a loud voice is used to gain attention, the tone of voice should then be lowered in order to get the desired message across in a professional way.

## **Dress Code**

Members of staff dress in a professional way in clothes that are appropriate for the occasion, including PE.

## **Collective Worship**

All staff will encourage a quiet, peaceful atmosphere at the start of collective worship. Children are expected to, line up in silence, walk up the corridor in silence and enter the hall in silence ready to listen to the introductory music. Staff will avoid talking to each other during this time and will communicate instructions to children entering the hall with whispers and non-verbal signs where possible.

## **Punctuality and Preparedness**

**We must insist that children are on time for the start of a session. Staff will set a good example by collecting the children promptly at 8.55 and 1.00 to begin the sessions**

## **Related Policies**

Midday Supervisory Assistants  
Exclusion Policy  
Bullying Policy  
PSHEC Policy

## **Monitoring and Review**

Signed by the Chair of Governors .....

### Review Dates

Review will take place in line with the School Improvement Plan.