



St Mary's C of E Primary School Chessington

Live life, love learning, guided by God



Behaviour Policy

Committee responsible	Pupil Progress
Approval required by	Committee/FGB-sign off
Statutory or Recommended	Statutory
Frequency of review	2 Years
Date approved	September 2018
Date of next review	September 2020
Display on website	Yes
Link with other policies	Yes

Signed Headteacher

Dated / /

Signed Chair of Governing Body

Dated / /

Behaviour Policy

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1. Aims

At St Mary's we aim for all children to:

- understand and respect Christian values and beliefs
- respect other cultures and faiths
- treat people with care and courtesy
- feel safe, secure and cheerful
- feel understood and valued as individuals
- experience opportunities to develop self-reliance and responsibility
- experience opportunities to develop tolerance and co-operation
- see discipline in school as purposeful and constructive
- understand the rules, routines and expectations in place within different areas of the school at different times of day

2. Code of conduct

Our clear code of conduct, underpins behaviour expectations throughout the school day. We expect that everybody in the school community follows this code – Own your own behaviour.

To the children this means taking responsibility for making the right choices & accepting consequences when wrong choices have been made. All adults in school actively support the children in making the right choices and aim to resolve any issues or conflicts quickly and effectively.

Our 4 Golden Rules:

We always:

- **Demonstrate our school values: respect, honesty, kindness, forgiveness and thankfulness**
- **Use kind hands, words and feet**
- **Listen carefully and follow instructions**
- **Help others**

Our School Values

We expect children at our school to follow our 5 core Christian values:

- **Respect**
- **Honesty**
- **Forgiveness**
- **Kindness**
- **Thankfulness**

Our expectations of children's learning behaviours and attitudes:

We encourage children to become independent learners and show the following positive attitudes towards their learning during the school day: resilience, resourcefulness, reciprocity and reflectiveness. The younger children will use the following words: resilience, curiosity, teamwork and pride.

3. Rewards and Consequences

To support children with developing their understanding of our code of conduct, we promote the use of clear rewards and consequences at both class and whole school level. By being consistent, we help children to 'internalise' our code of conduct and understand that good behaviour is valued.

Rewards:

Class Reward Systems

These are discussed within each class, and are used suitable for the age and developmental level of the children. They may include:

- house points
- stars stickers, smiley faces and Dojo points in KS1
- verbal praise
- teacher comment written in a book
- opportunities to share successes with their class and other members of staff
- table points
- class points
- recognition board linked to targets
- report to parents.

Whole School Reward Systems

These are agreed as a whole school and aim to celebrate successes as a whole school community.

They can include:

- Headteacher's Stickers
- Attendance Awards, e.g. prizes & certificates
- Effort and Enthusiasm Awards
- Inclusion in the 'Stars of the Week' at weekly celebration assembly with a certificate to take home and a star placed on the board at the front entrance
- Extra playtime
- Lunchtime Stickers
- Additional negotiated responsibilities, e.g. play time buddies, lunchtime helpers, nursery helpers etc.
- Golden time on Friday afternoon

Consequences:

These are appropriate to the age and developmental level of each child. They include:

EYFS

Nursery

- Reminder of rule and correct behaviour.
- Verbal warning and adult direction towards more appropriate play.
- Time out in class for an identified amount of time, e.g. 5 minutes. (Once this time has finished, an adult will verbally reinforce expected behaviours and then direct the child to an appropriate activity.)
- Nursery teacher speaking with the child's parents. (At this meeting the nursery teacher often agrees strategies / the use of a sticker chart to support the child.)
- Time out in reception, for an identified period of time. (Further parental involvement).

Reception

In September the class teacher sets and agrees class rules with all children. A visual prompt system is then used to support the children's understanding and adherence to these rules. (ie. children's names recorded on either a caterpillar butterfly, rain cloud) This system works as follows:

- All children start on the caterpillar.
- If a child makes the wrong choice, they receive a verbal reminder.
- If a further wrong choice is made the child's name is moved down to the rain cloud. *(If the child begins to make the right choice, their name will go back up to the caterpillar.)*
- If the child continues to make the wrong choice and their name is on the rain cloud they will miss five minutes of the golden time activity for that session.

Continued inappropriate behaviour will result in:

- Time out in nursery, for an identified period of time, e.g. 10 minutes.
- Class teacher speaking with the child's parents.
- Report to the DHT/HT – further parental involvement.
- On occasion a child may be removed from the class for a longer period of time, particularly if the behaviour has resulted in someone being hurt.

Key Stage 1

- Reminder of expectation/code of conduct
- Verbal warning, with a reminder of the consequence that will follow, should the wrong choices continue to be made.
- Time out in class or loss of play for an identified amount of time, e.g. 5 minutes off the next playtime. As with reception, a visual prompt system is used to support the children's understanding and adherence to the agreed class rules.
- Time out of class, for a fixed period of time. (This could be sitting within the nursery environment for 5 to 10 minutes in order to think about their behaviour and watch how the younger children interact, or working in isolation away from class.)
- Class teacher speaking with the child's parents.
- Report to the DHT/HT – further parental involvement.

Key Stage 2 (See appendix)

- Reminder of expectation/code of conduct. (V- no loss of time)
- Written warning. (W - Loss of 5 minutes golden time.)
- Time out in class. (T - Loss of a further 5 minutes golden time.)
- Up to 20 minutes time out in another classroom (C - Loss of a further 5 minutes golden time.)
- Report to DHT – (DHT – Loss of a further 5 minutes golden time).

Golden Time once lost cannot be won back. Children who lose golden time minutes should sit out at the side of the room with a sand timer for the required time. If a child has lost more than 5 minutes of Golden Time for two consecutive weeks, parents are informed by letter.

If a child is sent to the Headteacher they will lose all of their Golden Time for the week and spend the Golden Time detention with a member of the SLT.

Consequences for more serious behavioural incidents such as unprovoked violence or damage to property will result in a 'fixed term' exclusion and immediate parental involvement. Each incident is evaluated and length and type of exclusion identified and implemented at the discretion of the Headteacher.



Internal exclusion - the child will work in isolation, away from other children, for a minimum of half an hour and up to one whole day.

External exclusion - the child is not permitted in school for a fixed period of time ranging from half a day up to as much as one school week.

In rare instances where these behaviours continue and/or present a danger to other pupils or the child in question, longer external exclusions may be enforced, whilst the school seeks advice from other agencies. All external exclusions are reported to the school's Governing Body, Local Authority Officers including the Exclusions Manager. Agencies such as the pupil support service will become involved at this time. Where it is felt that behavioural concerns are related to a special need, we are legally bound to record these on our Special Educational Needs (SEN) register and to follow the statutory guidelines outlined in the Special Needs Code of Practice.

Where it is felt a pupil is not coping with a full day in school, which is leading to a negative impact on the pupil and other children in the class, a part time timetable may be introduced for a specific period of time. This will be implemented in consultation with external agencies. Whilst this is in place the pupil will receive more intensive support to help develop appropriate skills and build a positive cycle of improvement.

4. Consequences and rewards at lunchtime

At lunchtime the midday supervisors are there to support children with making the right choices and help them to follow our golden rules. Lunchtime Supervisors feedback to class teachers at the end of each lunchtime play and rewards/consequences are followed up. Lunchtime Supervisors are able to award house points and do-jo's for good behaviour. They can also ask the Classteacher to inform parents for good behaviour.

Children who find these less structured times more difficult, may be invited to join the lunchtime reflection space for one or several days.

5. Special Educational Needs

As with other areas of learning, for some children with behavioural, social & emotional needs, behaviour management strategies need to be differentiated and personalised. These individualised, behaviour management programmes/plans are agreed by pupils, staff and parents, and then implemented in school.

For some children where internal, personalised programmes are not working, advice and support from outside agencies will be sought. These include; the Educational Psychology Service, Pupil Support Service & Behaviour Consultancy.

6. Partnership with Parents

We value the involvement of parents in supporting behaviour in school. We have an open door policy and work in partnership with parents to resolve any concerns or worries that they may have.

7. Evaluation and review

The working of this policy will be kept under continuous review by the Leadership Team, and included in the policy review schedule of the Pupil Progress Committee. Proposed changes will be the subject of consultation with staff.

This policy will be reviewed bi-annually:

Reviewed: September 2018

Next review: September 2020

APPENDIX

Explanation of procedures for Classroom Warning Chart:

EXAMPLES OF BEHAVIOUR THAT WOULD WARRANT

A 1st verbal warning (V) Reminder no loss of time as yet.

- Shouting/calling out in class
- Not responding to an adults request
- Deliberately disrupting other children during learning or play
- Rudeness
- Deliberately off task, not carrying out learning activity

A 2nd warning (W) Loss of five minutes Golden Time

- A continuation of any of the wrong choices as above.

A 3rd warning (T) Loss of a further five minutes of Golden Time and time out in class

- A continuation of any of the wrong choices as above.

A 4th warning (C) Loss of a further 5 mins of Golden Time and immediate time spent out of class in another classroom

- A continuation of any of the wrong choices as above.

A 5th warning (SLT) results in an immediate referral to Deputy and/or Head teacher DHT/HT) At this point all Golden Time will be lost for the week and the Golden Time session for that week will be spent with SLT.

- At this point a further consequence may be given and parents contacted e.g: if incidents have happened during lunch time or playtime the further consequence may be attendance at lunchtime reflection space for a given number of days; or an out of class 30 minute exclusion will be given for persistent disruptive behaviour over several days resulting in a loss of minutes in excess of golden time.

Direct referral to Headteacher/Deputy Headteacher

Some incidents may warrant an immediate consequence without going through the normal warning steps as above. These include:

- Swearing at an adult or another child - expletives
- Behaviour that results in deliberately hurting someone
- Wilful destruction of property
- Continual defiance and insolence
- Racism

These behaviours will result in an immediate fixed term exclusion – either internal or external, at the discretion of the HT/DHT and parents will be notified.