



POLICY STATEMENT: *Behaviour*

DATE WRITTEN: *September 2016*

DATE FOR REVIEW: *September 2017*

Chair of Governors

Head Teacher

Aims

As a school we aim to allow children to take ownership and to recognise the consequences of their behaviour. We try to develop confidence and self esteem so as to lead to a care and regard for those around them. To respect others' ideas, wishes, feelings and develop a respect for authority.

The staff use a range of resources to teach PSHE (Personal, Social and Health Education), such as SEAL (Social and Emotional Aspects of Learning) and "R" Time (Relationships Time). Our school "Diamond" rules have been adopted from the "R" Time course and are as follows:

- Show good manners at all times.
- Respect and care for everyone and everything.
- Follow instructions with thought and care.

These rules are reinforced positively with a reward system for all children who are seen to be keeping them. This involves stars, certificates, letters home, small gifts, recognition in assembly and a 'Golden Lottery', where children are awarded tickets, which go into a draw for a prize in assembly on Fridays. Punishment, when necessary, is by loss of privileges and where a child is persistently badly behaved, parents are invited to visit the school to discuss the problem and to work out a joint school/parent initiative to encourage an improvement in conduct.

The Diamond rules are discussed and re-established regularly through assemblies and class discussion times. To uphold and reinforce these rules we have adopted the use of Circle Time and a system of rewards and sanctions.

SEAL Curriculum.

The school has developed the use of the SEAL/PACCTT curriculum to develop the children's PSHE. The curriculum is delivered through one topic per term, throughout the school, beginning with a whole school assembly and with weekly lessons in each class, at a level appropriate to the age of the children.

Circle Time

This is a time for the whole class or group to sit down with the opportunity to talk, discuss or comment on issues, in an informal, non critical situation. Enabling children to voice concerns without fear of reprisal or criticism and knowing that we are listening. This occurs on a regular basis and is incorporated into the SEAL curriculum.

Sanctions

1. Missing playtime.
2. Behaviour modification contract or specific reward system for the child.

3. Sending children to the head teacher.
4. Head teacher meeting with parents.
5. Establishing a home/school contract (book).
6. In cases of extreme Behavioural Difficulties, seeking advice from Special Needs/Behaviour Support Advisors and acting on their suggestions to set up sanctions and reward systems.

Reward Systems

Children who keep the Diamond Rules are rewarded with stars. Older children are praised and work towards a reward; 50 stars = a prize and certificate home. Each class has a slightly different system to reward children who have worked and behaved well during the week - Child of the week in class 1, Star of the week in class 2, Child of the week in class 3 and achievement awards in class 4.

Lunch Time Rules

- Children must not go further than the second goal/hump on the field.
 - Children must ask for permission to leave the field at all times
- During wet lunchtimes:
- Children should be in the hall or classrooms, not lingering in toilets or cloakrooms.
 - No running games allowed in the building.
 - Activities will be provided in each classroom.

Lunch time supervisors report any incidents to members of staff after lunch.

Playground Rules

Field:-

- Tarmac in winter when grass wet
- Field other occasions
- Do not play past end goal post/hump.
- Do not climb on garden furniture
- Keep away from the greenhouse area.

When the whistle is blown, the children should quietly line up in 4 lines (classes). One member of class (a prefect) will walk down with the first class of children, a member of staff to follow the last group. Other prefects are stationed on the way into school to ensure good behaviour on the way into school.