

Behaviour Policy

Updated January 2018

This policy has been written in line with the Guernsey Curriculum Statement, and has as its basis, our school principles of:

- To provide a broad and balanced curriculum that combines high standards of teaching and learning.
- To create a stimulating and challenging learning environment, which develops lively enquiring minds, creativity and intellectual capacity.
- To build strong collaborative partnerships with families and the wider community.
- To value the individual achievements of all in order to promote a positive sense of self-image.
- To create an environment which reflects our values.

Rationale

- to create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem within the school community.
- to maintain high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being while in school.
- to have clear and consistent approaches to behaviour management. The school wishes to promote informative and open channels of communication between parents, pupils and school staff.

Principles

- All children have the right to develop their potential and be safe and happy
- All children have the right to learn and staff the right to teach effectively
- All children have a choice about the behaviour
- All staff and children have a responsibility to work together in a climate of mutual respect
- All choices have consequences, both positive or negative
- All staff should focus, in the first instance, on highlighting positive behaviours
- All children's behaviour needs should be supported

Roles and Responsibilities

Children are responsible for their behaviour choices. Staff have a responsibility to inform pupils and parents the effect of these choices; this applies equally to staff informing parents for positive as well as negative behaviours.

The Behaviour System

Rules:

All classrooms have an agreed set of classroom rules. These consist of the following five rules. In Key Stage Two there can be an additional sixth individual class rule:

1. Follow all instructions
2. Listen carefully when someone is talking
3. Be polite
4. Respect all property (Look after things in KS1)
5. Respect other people

The rules are based around observable behaviours and all classrooms have the rules displayed. Staff members should actively promote and model positive behaviours. Children are told that they are responsible for their own behaviour. They have choices to make concerning their actions in school.

Playtime behaviour system:

(See table on p6)

The playtime behaviour system is similar to the classroom system. The five rules are as follows:

1. Follow all instructions from the people on duty
2. Keep our playground clean and tidy
3. Respect other people
4. Respect all property
5. Keep hands, feet, objects and unkind words to yourself

If children display negative behaviour and break one or more of these rules, a staged discipline system is in place.

In the playground, if children display negative behaviour and break one or more of the rules, a staged discipline system is in place.

This system is run alongside the strategies used within good classroom management.

Positive reinforcement:

In KS2, children are rewarded with house points, Dojos, individual certificates (linked to the Bailiwick Curriculum Statement) and whole school rewards.

In KS1 children are rewarded with house points, stickers, individual certificates (linked to the Bailiwick Curriculum Statement) and whole school rewards

House System:

Positive behaviour reinforcement comes through our house system. Every child from Years 1-6 belongs to one of four houses and these promote a sense of identity and community. Children are awarded house points when staff acknowledge occasions where they demonstrate aspects of the school behaviour system

and any other observable behaviours from the Guernsey Curriculum Statement. These house points are collected in class and contribute to rewards.

Elected year 6 house captains and vice captains assist the Deputy Headteacher in the organisation and collation of information and events.

Celebration Assembly:

This occurs on a regular basis throughout each term. The whole school meet together to celebrate the achievements of individual children who receive Guernsey Curriculum Statement certificates or competition prizes. Staff nominate children who have achieved particular aspects of the statement. They identify one of four areas where a child may have shown particular strength or improvement in their attitude or behaviour. The children receive certificates as a reward in a celebration assembly. The latest house point totals are also shared. Class Dojo certificates are also awarded to those children who have scored the highest in their class over the given period of time. Dojos are awarded for dispositional achievements and are not the preserve of the class teacher: any child can be awarded a dojo, by any member of staff.

Classroom Sanctions

Every classroom has a set of pegs with the children's names on as a visual reminder of where they are on the behaviour board. A behaviour record sheet is used for noting when children have moved down the stages of the behaviour model. The record sheet is used on a daily basis in KS2. Children return to stage 0 at the beginning of every day. This allows staff to monitor the children regularly, and identify consistent low level disruption, as well as more significant behaviour concerns. The record sheets are monitored every week by the teachers and every half term by the KS managers. Any concerns are highlighted and referred to the SLT or SENCo where necessary.

The stages of the behaviour system are applicable to both key stages, and are displayed in all classrooms through a series of smiley faces in KS1 and graduated behaviour description cards in KS2.

KS2 classroom sanctions

1. Verbal warning



2. Child's name peg moved down the behaviour stage

A record is kept on the behaviour sheet.



3. Time-out in own classroom

5 minutes in a designated time-out zone



4. Time-out in another class

This is recorded on the behaviour chart. The yellow card is sent with the child to a pre-assigned class. A consequence sheet is filled out then returned to the class teacher for discussion.



5. Red Card

6. This is for serious misbehaviour; abuse towards an adult; threatening or aggressive behaviour; extremely unsafe or dangerous. It is also used for continued misbehaviour after a yellow card.

***continued refusal to comply within class results in a straight yellow card.**

KS1 classroom sanctions

1. Verbal warning



1. Child's name peg moved down to second face on the behaviour chart



2. Child's name peg moved down to third face on the behaviour chart



3. Time-out in another class

The child's name peg is placed on the yellow face and they are sent to a pre-assigned class. The actions and consequences are discussed upon return.



4. Red Card

5. This is for serious misbehaviour; abuse towards an adult; threatening or aggressive behaviour; extremely unsafe or dangerous. It is also used for continued misbehaviour after a yellow card.

***continued refusal to comply within class results in a straight yellow card.**

Playtime Sanctions

Keep hands, feet, objects and unkind words to yourself	Respect other people	Look after property	Keep our playground clean and tidy	Follow all instructions from the people on duty
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1	Warning about rule broken	Verbal warning Choice given- child owns their own behaviour
2	Time out	5 minute time-out in playground time-out zone
3	Further timeout for longer duration	Time-out until end of play in playground timeout zone Recorded in Behaviour Box situated in the main entrance of the school. This is monitored on a half termly basis and parents informed where a pattern may be emerging. <ul style="list-style-type: none"> • Spitting • Low level physicality • Swearing
4	Sent to Head teacher or Deputy Head teacher	Red card for 4th strike or, more likely, a serious offence This is recorded in an incident book in the headteacher's room. Parents are contacted.

*Children who refuse to comply with instructions (eg/ to go on time out when asked) are referred directly to a member of SLT and dealt with after playtime.

Children operating outside of the agreed behaviour system

Individual behaviour plans:

An individual behaviour plan (IBP) should be written for the very small number of children whose behaviour needs require a different approach Advice for IBP should be sought from the school's SENCo, behaviour support agencies such as Les Voies and the Communication & Autism Support Service as appropriate.

BULLYING

Definition

There are many definitions of bullying. Most have three things in common:

- it consists of deliberately hurtful behaviour;
- it occurs repeatedly over a period of time;
- it is difficult for those being bullied to defend themselves

The following procedures are used when dealing with incidents of bullying

- Note is taken of the definitions of bullying and each incident is dealt with on an individual basis
- There is an immediate response to incidents of bullying. Dealing with incidents of bullying quickly and sensitively sends the correct message to all involved and prevents the issues becoming more complex
- Where appropriate the two sides are brought together and a solution is negotiated.
- The incident, interviews with bystanders and participants are entered into a log in the Head teacher's room
- A range of strategies are put into place immediately.
- Sometimes sanctions are applied where a child persistently makes others feel uncomfortable. This usually takes the form of withdrawing the offender from the situation, such as playtime or lunchtime, when they might transgress
- In persistent cases parents are informed and asked to help in the resolution of the problem.
- If cyber bullying has taken place, parents will be informed and the rights to use the internet may be withdrawn from the perpetrator for a week if the incident has occurred within school. External incidents will be circumstance dependent but there will be a conversation involving all parties involving a member of SLT, advice will be offered to parents regarding internet safety including possible ways forward and details of the incident will be reported to the E-Safety committee. The situation will continue to be monitored and school will support in any way they can.

BEHAVIOUR OUTSIDE OF THE SCOPE OF THIS POLICY

On very rare occasions a child behave in a way that is either extreme or outside the scope of this policy. In these cases the following Education Department Guidance and procedures are followed-

Guidance and Procedures for Managing Exclusions (January 2006)
Physical Restraint Guidelines (2001 reviewed 2003)

Appendices:

Moving around school

- Children are to walk on the right of the corridors
- There should be no talking in the lines as they move around school
- Walking is acceptable, running is not
- Children should be in single file as they come down the stairs
- There should be no 'high 5s' as they pass the infants (or anyone else)

Hall time rules

- There should be silence as they come in and sit in assembly
- Children sit in year group rows
- In whole school assemblies Infant classes leave first, to be followed by the Junior classes
- Staff should be a visible presence in the corridors as the children leave the hall to go to playtime or lunch

KS2 Playground and field rules

- No running around the huts[Please note that in the summer children are not allowed to play around the huts]
- No balls before or after school
- No playing on apparatus after school
- Keep away from the fire pit unless accompanied by a teacher
- Children are not allowed to play behind the recycling bins
- Only one year group playing football at a time
- No kicking the ball anywhere else in the playground
- Gymnastics not allowed in the playground, only on the field
- The area in front of the school is a no ball area
- Children are not allowed in the area by the greenhouse
- Children must not leave the playground to retrieve balls without permission from a teacher who will be standing by the gate.

Field

- Children are not allowed to use sticks
- They are not permitted to pebbles or rocks
- Only one year group at a time on the apparatus
- Children have to stay on the inside of the hoggin path
- No climbing, swinging or damaging trees
- No football by Mrs Fox's house
- No mixed year group football
- Children must not retrieve balls from the field next to the school field

If instructed to go to 'time out' by a teacher or LSA or lunchtime supervisor, the children should do so immediately.

Reception and KS1

General Playground and Field rules

- Ask an adult on duty if you need to go inside
- Be gentle when playing
- Toys can be played with down the side and at the top of the playground
- Reception fenced area and flowerbeds are out of bounds
- Designated children are responsible for taking equipment in and out of the shed
- Play with the toys as they are meant to be played with and put them away when you finish with them
- See timetable for which class is on Infant playground apparatus (Field apparatus is rolling programme Y2/Y1/YR)

Field/Junior playground rules

- Stay where an adult can see you (ie on main bit of playground and field)
- See timetable for football on the Junior playground
- Stay on school side of the Hoggin path
- Don't climb trees or play with big sticks and stones
- Gymnastics only on field

Lunchtime-

KS2

- Teacher on duty to inform LS that taking children outside approx 12:20
- Child in each class takes medical box outside

KS1

- Children not allowed to play in year 1 outdoor area or Reception fenced area
- Medical boxes accessible in classroom
- KS1 teacher needs to let the Reception classes know when the teacher is going out.

Both Key stages

- Teachers responsible for dealing with medical emergencies, contacting parents/carers if child needs to go home, school dentist if dental issue.
- All staff spread out in playground/field to supervise children and ensure safety: staff need to supervise playground equipment and ensure all areas can be seen.
- Any major issues need to be reported to SLT
- Messages can be passed onto to LS via book in office.

My Time – KS1

- Time for the children to pursue individual activities and to build in further opportunities for social interactions with peers and the class teacher
- The aim is to develop social communication, independence, resilience and teamwork through the sharing and utilizing of items and objects that have been brought in from home, or that exist currently within the classroom
- My Time should be for 15 minutes on Friday afternoons from 2.30 – 2.45pm
- The remaining time should be allocated to changing reading books, reading a story spine book and organising the children to leave promptly at 3pm

