



APPLETON CE SCHOOL

BEHAVIOUR POLICY

This policy should be read in conjunction with the school's mission statement, Christian Values and the following policies:

Health and Safety
Anti-Bullying Policy
Racial Equality/ Equal Opportunities

Aims and Expectations

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community and take our Christian Values very seriously. The school behaviour policy is therefore designed to support all members of the school so they can live and work together. It is also to promote an environment where everyone feels safe and secure, and bring about restitution through resolution and forgiveness.

General Good Behaviour Expectations

Children are expected to:

- show respect, and be polite to all adults who work in, or visit, our school
- respect each other as individuals. We should treat others as we would wish to be treated
- walk around the school quietly and calmly
- respect property belonging to others, including school property and the building
- follow instructions first time

Classroom Expectations

High standards are expected from the children at all times. Children are expected to:

- take pride in their work at all times
- raise hand to seek attention
- complete the set task within a given time
- listen to and follow instructions
- tackle tasks set to the best of their ability
- persevere towards personal improvement at all times
- aim for work of the highest quality
- work in a manner which allows everyone around them to concentrate
- participate fully in discussions and teaching sessions
- hand homework in on time

Playground Expectations

- to be helpful and respectful to all the members of staff on duty
- to respect the space that others need
- remember not to run in the adventure trail area
- to use discussion to resolve differences and seek help from an adult when this is necessary
- to walk calmly to and from the backfield and front playground
- to use playtime equipment safely and carefully
- to place litter and fruit waste in appropriate bins
- to use the adventure trail and football goals only on scheduled days

Procedures

Each class prepares (through discussion) and displays agreed class rules. These rules establish what is required for a happy, secure yet thriving and rigorous learning environment. They should be positive statements that are age appropriate, clearly indicating what children need to do. They should be referred to and reviewed regularly throughout the year.

FS and KS1

The sun and cloud system in which all children start each day with a peg bearing their name positioned on the sun. If a child makes a poor choice they are given a warning and their peg is moved to sun and cloud. If the child continues to make poor choices their peg is moved to the black cloud and this results in a loss of playtime. There is opportunity for the children to reclaim their position on the sun by exhibiting good behaviour.

KS2

A Traffic Light system is used with rewards for Good Behaviour. Names start on the green light and are moved up and down as necessary. A move to a red light means loss of playtime.

Playtime

Children are warned with reference to our values. A short time out to reconsider choices may be sanctioned when the children are asked to stand under the veranda or a longer time out outside the staffroom with a discussion with a member of the SMT.

Rewards

Whenever possible, good behaviour, demonstrating our values and hard work are promoted by positive reinforcement in the form of rewards and praise. We take special care to recognise and reward those children who are always well behaved and hard-working as well as those who have made a great effort to improve.

As a school we reward good behaviour and hard work through

- Celebrating examples of excellent work or effort
- Class Rewards

Rewards may include:

- Praise
- Responsibilities or privileges
- Beads/teddy bears/marbles in jar; leading to class reward
- Certificates
- Stickers
- Table Points

- Class Stars
- Visiting the Head Teacher or other classes
- Communication with parents

Unacceptable Behaviour

- Physical and verbal attack including name calling, racist comments, etc
- The use of foul and offensive language
- Bullying (as defined in Bullying Policy)
- Stealing
- Lying
- Spitting
- Kicking, hitting, pinching, or any form physical abuse
- Misuse of or damage to property
- Bad manners and lack of consideration
- Disruptive behaviour in class
- Behaviour that may endanger self/others or does not follow our values

Sanctions

Although the school's Good Behaviour Policy is based upon a positive recognition of good behaviour, it is recognised that effective sanctions need to be available for those pupils who do not comply. Most children respond to a reminder of the behaviour we have agreed upon as a school relating this closely to our Christian Values. More serious infringements will be dealt with in the form of choice and consequence. Children may also be offered a time out in order to reflect on their behaviour. If a child is deliberately violent to a member of staff or another child, or is consistently defiant or disruptive the Head Teacher may exclude this child for a fixed period of time, in accordance with exclusion procedures and guidance. This is in order to maintain the safety of others and the ordered atmosphere of the school community.

We recognise that the sanctions applied need to be appropriate to age and behaviour.

Sanctions include:

- Verbal warning
- Loss of playtime or part thereof
- Community service (doing a job of service to the community in lieu of break time)
- Asked to write, e.g. a letter of apology, or other form of reparation
- Temporary withdrawal from class or group
- Referral to Senior Member of Staff or Headteacher
- Meeting with parents

Hierarchy of actions when dealing with bad behaviour

1. Reminder of class or school rule in relation to our Christian Values
2. Offer of choice or consequence
3. Consequence
4. Temporary withdrawal from class or group
5. Temporary withdrawal to the Head Teacher
6. Meeting with Parents
7. Referral to SENCO
8. Referral to outside agency
9. Action by Headteacher (Exclusion in line with OCC policy)

Procedures for managing the disruptive child

We aim to:

- Criticise the act not the person
- Defuse the situation

- Encourage, reward and praise good choices
- Offered consequences that can be, and are, carried out
- Time Out
- Keep calm
- Model Good behaviour
- No physical restraint unless unavoidable i.e. when a child is in danger of hurting self or others
- Involve the child in a task by tapping into their fields of interest
- Resolve all playground problems appropriately
- Ensure that there is a flexible system of rewards and sanctions which is implemented consistently
- Keep dated notes as appropriate
- Work with the child to identify the situations they find difficult and recognise the chain of events that may trigger their bad behaviour and develop strategies
- Seek advice/support from colleagues as appropriate
- Discuss serious or unresolved concerns with the Head or Assistant Heads

Use of reasonable force

Rarely it may be necessary in line with our duty of care to restraint or control a pupil. All members of the school staff have the legal power to use reasonable force. This power applies to any member of the school staff at Appleton School. It can also apply to people whom the Headteacher has temporarily put in charge of pupils including unpaid volunteers or parents accompanying children on a school organised visit or activity.

Reasonable force may be necessary to:

- Remove disruptive pupils from the classroom when they have refused to follow an instruction to do so.
- Prevent a pupil from behaving in a way that disrupts a school event, trip or visit.
- Prevent a child from leaving the classroom when to do so would risk their safety or lead to behaviour which would disrupt the behaviour of others.
- Prevent a pupil from attacking a member of staff, other pupil or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable adjustments should be made for children with disabilities or special educational needs.

Control means passive actions such as standing between pupils or blocking the way or active physical contact by leading a pupil out of a classroom or play area.

Restraint means to hold back physically or to bring a pupil under control. It is typically used if two pupils are fighting and refuse to separate without physical intervention.

Reporting

Parents used be informed if force or restraint has been necessary and a written report completed by the member of staff concerned which will be kept in the Behaviour Incidents File in the Headteacher's Office.

Complaints

Any complaints received as a result of a member of staff using force to restrain or control of a child will be dealt with according to the guidance 'Dealing with Allegations of Abuse against Teachers and other staff'. When a complaint is made the onus is on the complaint to prove that his/her allegations are true and not on the member of staff to prove that they have acted reasonably.

Unacceptable Force

- Force should **never** be used as a sanction.
- **The ‘Seated Double Embrace’** should **not** be used (2 members of staff forcing a pupil into a seated position leaning forward while a third monitors breathing).
- **The ‘Double Basket Hold’** should **not** be used (which involves holding a pupils hands across their chest).
- **The ‘Nose Jab Distraction Technique’** should **not** be used (which involves a sharp upward jab under the nose).

Policy Agreed by the Governing Body on30.9.15.....

Signed Sue Hine (Chair of Governors)

Review DateSeptember 2015.....