



Felton C of E Primary School

Policy for Good Behaviour

Introduction

This document is a statement of the aims, principles and strategies for achieving and maintaining good behaviour at Felton C. of E. Primary School.

What is our School Vision?

An inspirational and nurturing Primary School where high aspirations and dedication to the development of the whole child secure the best possible academic and personal outcomes for all pupils.

What is our School Ethos?

Our Ethos and Christian Values, which underpin our shared school Vision, are distilled into a phrase of just 3 words:

Loving, Learning, Living

‘Loving, Learning, Living’ shapes a lens through which we can reflect on everything we do in school, helping us to remember our priorities and focus on who and what is important.

Loving God, ourselves, each other and being thankful and reverent about the world around us

Learning from all our experiences, good and bad, to gain the endurance, wisdom and humility to become our best selves

Living together in peace, friendship, trust and forgiveness, with the belief and compassion to enable everyone in our school to flourish and thrive

What does our vision and ethos mean for our children?

The Head Teacher, Staff and Governors, in partnership with parents and the wider community, will ensure that our children will be well prepared to live happily together as successful members of an increasingly complicated and diverse world community

Good behaviour at Felton C. of E. Primary School

Our school believes the optimal environment is one in which teachers can teach and children can learn. We believe a positive approach to discipline raises self-esteem and encourages mutual respect between pupils and staff. We believe children and staff have the right to learn and work in a safe and disciplined environment and that this right brings responsibilities.

It is reasonable to expect children to behave in a certain way at school.

Good behaviour is:

- conforming to agreed rules
- keeping control of oneself
- being punctual
- respecting school property and the property of others
- respecting oneself and others

Aims

The aims of the Good Behaviour Policy are to:

- create a culture of school discipline which is fair and consistent
- ensure children know the expectations for their behaviour
- recognise and support positive behaviour with the use of regular praise and rewards
- establish a safe, orderly, positive environment in which children and teachers may flourish
- establish a culture of trust
- enable children to make sensible choices about how they behave
- enable children to develop self discipline
- enable children to develop emotional intelligence
- encourage understanding and forgiveness of others behaviour
- enable children to understand that their actions have consequences

Good behaviour is important because:

- it is required and accepted in the wider society, both in everyday situations and in the world of work
- it enables teachers to teach and children to learn
- it provides a harmonious atmosphere
- it raises self esteem

Strategies for Achieving Good Behaviour

A Discipline Plan has been developed by teaching and non-teaching staff in which:

- teaching and non-teaching staff are trained in assertive and positive discipline techniques
- children are expected to adhere to a set of school and classroom rules which are clear and simple to understand and follow
- children are taught the school and classroom rules, appropriate to age and understanding by the class teacher
- the school rules are displayed in school and reinforced by all staff on a regular basis
- children are expected to adhere to specific rules for work and activities in specific areas of the classroom and outside of the classroom/school grounds
- children are taught the playground and safety rules by the class teachers
- the playground and safety rules are displayed in the school and reinforced by all staff on a regular basis
- children are taught the dining room rules by the class teachers and lunchtime supervisors
- the dining room rules are displayed in the dining room and reinforced by all staff on a regular basis.

The Rules

The school rules are

- We do as we are asked
- We keep hands, feet and other objects to ourselves
- We look after our school and each other
- We walk sensibly and quietly in school
- We are kind, polite and helpful to everyone

The additional classroom rules for KS1 are:

- we listen when the teacher talks
- we do as the teacher says
- we are kind to each other
- we put things back where they belong
- we talk quietly in the classroom

The additional classroom rules for KS2 are:

- we follow directions the first time given
- we listen carefully when other people are talking
- we look after our equipment and return it to its correct place
- we ask the teacher if we need to leave the room
- we work in a safe and caring way

Specific rules will relate to:

- general safety in and around school
- technology, art, science and cooking areas etc., where special equipment is required and safe working practices are essential
- activities such as PE, out of school visits etc.
- everyday situations such as playtimes, the use of the dining room, school assemblies, use of cloakrooms and toilets etc.
- entering and leaving school

The safety rules are:

- never leave the school premises without an adult
- stop as soon as you hear a whistle or bell
- always follow the adult's directions the first time given
- do not go near cars or other vehicles
- do not throw sticks, stones or snowballs
- walk to your lines sensibly
- always tell an adult if you feel frightened or unsafe
- always tell an adult if you are hurt

The dining room rules are:

- walk into the dining room sensibly and without talking
- wait for your turn without pushing
- always say please and thank you to the cook and lunchtime supervisors
- walk at all times in the dining room
- use your knife and fork properly
- do not talk when you are eating or drinking
- clear away your plate and return to your table
- do not leave the dining room until you are directed to do so by an adult

The dining room rules are taught and reinforced regularly by all members of the teaching staff, teaching assistants, lunchtime supervisors and kitchen staff.

Praise and Rewards

Praise and rewards are important because they:

- reinforce good behaviour
- allow children to monitor their progress
- increase self esteem
- encourage continued good behaviour
- celebrate children's achievement within the school community

Praise and rewards will usually be in the form of:

- spoken praise
- letters/messages home
- special privileges
- 'Special Tickets'

- team rewards

Each day of good behaviour is recorded on each class' record chart.

Gold, silver or bronze BEHAVIOUR CERTIFICATES are awarded at the end of each term. The children receive particular certificates according to the amount of 'good behaviour' days accumulated (The criteria for awarding the certificates will be decided by the whole teaching staff prior to the start of each term depending on the length of the term)

They are usually awarded as follows, based on a 14 week term:-

- Bronze - 28 days
- Silver - 48 days
- Gold - 65 days

Children who are absent are not able to collect a good behaviour days during their absence but are still awarded a certificate if they have achieved 95% attendance.

In addition, children can also be awarded SPECIAL TICKETS at any time for special efforts in their academic work or when they demonstrate a positive attitude in line with the school ethos as defined by 'Loving, Learning, Living' and reflective of Christian values. There is the opportunity to be awarded a 'ten bonus points' ticket for exceptional examples of behaviour that reflect our ethos or indeed to recognise those pupils who consistently model positive behaviours.

These tickets are collected for the team they belong to (Coquetdale (blue), Cheviot (red) and Simonside (green). The totals for each of the three teams are compared each week. At the end of each term the team that has collected the most special tickets receives a prize or gains special privileges.

Consequences

Consequences are important because they:

- empower the teacher
- help children to make sensible choices about the way they behave
- inform parents of unacceptable behaviour
- encourage parental support
- promote consistency and fairness

The consequences of choosing not to follow the rules will usually be in the form of warnings – ALL children should be reminded of the school rules and given the chance to change their behaviour before the teacher moves on to the sequence below:

Reception/KS1	KS2
1. A spoken warning	1. A spoken warning
2. Time away from group to reflect on behaviour	2. Written warning (yellow card) – 5 mins lost playtime
3 Written warning (yellow card) – 5 mins lost playtime	3. Written warning (red card) – 15 mins lost play time
4 Written warning (red card) – 15 mins lost play time	4. Taken to HTs/Senior Teacher - behaviour discussed and parents informed
5 Taken to HTs/Senior Teacher - behaviour discussed and parents informed	5. Further sanctions – individual programme withdrawal of privileges or in the case of extreme behaviour - temporary exclusion
6.Further sanctions – individual programme withdrawal of privileges or in the case of extreme behaviour - temporary exclusion	

A system is in place specifically to deal with unacceptable behaviour during large gatherings, such as playtimes, lunch times, collective worship assemblies and all other whole school assemblies. The card system conveys to the children that their behaviour has been noticed and a warning has been given, without disruption to the purpose of the gathering.

Cards are given as follows:-

- first warning - child is handed a yellow card
- second warning - child is handed a red card

The following behaviour will cause a RED card to be given automatically

- violence against another person
- using foul language
- refusing to accept a yellow card

After receiving a yellow card outside of the classroom the child will hand it to their class teacher on return to the classroom. The child will explain why the card was given. A warning will be recorded in the class warning book.

After receiving a red card outside of the classroom the child will report to the headteacher or senior teacher. The child will explain why the card was given. The Head Teacher will decide on the action to be taken depending on the nature of the behaviour.

Fast Track

We recognise that there will be occasions that the system of warnings will be unsuitable, such as:-

- when a child is willfully abusive (verbal or physical)
- when a child's behaviour is considered dangerous.
- when a child shows signs of persistent bullying.

At such times the child will be taken straight to the Head Teacher

Special Educational Needs

- Children with special educational needs or emotional/behavioural difficulties may need to follow a specific/individual behaviour programme from time to time - this may include issuing good behaviour certificates at nominated intervals as a staged incentive. Usually this will be drawn up by the Class Teacher/SENCo and/or Head Teacher. Parents/Carers will be consulted and informed of individual programmes and targets.

Record Keeping

- All classrooms have a behaviour log in which all incidents of unacceptable behaviour are recorded using the ABC (Antecedent, Behaviour, Consequence) model. This must be kept securely.
- All information regarding concerns about children's behaviour are shared with the DSL(s) in school
- Any patterns of behaviour or notable triggers are also reported in line with our safeguarding responsibilities
- Children are required to reflect on their behaviour, encouraged to offer suggestions on how to manage situations in the future and given support with conflict resolution strategies. Evidence from these conversations should also be kept securely
- On occasion homeschool books are used to support children's behaviour both at home and at school and these once undertaken, must be filled in consistently according to agreement with parents.

Foundation Stage

- Nursery children follow a set of "We can do" statements.
- The "We Can do" statements are taught to the children and reinforced regularly.
- Children who have difficulty in managing their behaviour from time to time are given the opportunity to calm down, away from the group, with the support of the teacher or the TA

- Parents/carers are informed of problematic behaviour when their children are collected from school.
- If the children are not collected by their parents/carers they will be contacted by telephone or letter and invited to school to talk about the behaviour with the nursery teacher.

Non-Teaching Staff

- Non-teaching staff will follow the same guidelines as teaching staff and have the same power to give rewards and consequences.

Lunchtime Supervisors

Lunchtime supervisors will undergo training in assertive discipline techniques. They will be issued with

- Special Tickets
- notebooks to record good and unacceptable behaviour
- yellow and red cards
- On a daily basis children will receive special tickets from the lunchtime supervisors for following all the dining room rules.
- On a weekly basis, children who have modelled the best behaviour in class and at lunch time and play times will receive a 10 point bonus special ticket for their team and will be celebrated in a roll call in Monday 'Stars' assembly

Equal Opportunities

- This policy is in line with the school's policy for equal opportunities in that it promotes consistency and fairness, with regard to behaviour, regardless of race or gender.

Teacher Resources

Teachers should ensure they have:

- Achievement Stickers
- Special Tickets
- Laminated Classroom Rules, Rewards and Consequences
- Warning Books
- Behaviour logs to record incidents

The Assertive Discipline Leader

The assertive discipline leader is the Headteacher.

The responsibilities of the assertive discipline leader are

- to set an example to staff through good assertive and positive discipline practices
- to train teaching and non-teaching staff in assertive and positive discipline techniques

- to give advice to staff on request
- to organise resources
- to monitor progress
- to report to the governors
- to review the policy for good behaviour each year

Resources	Location
● Staff Training info	Headteacher
● Yellow and Red Cards	Classrooms/Staff Room/Dining Room
● Warning books	Classrooms/Dining Room
● Certificates	Resources cupboard in Entrance
● Stickers	Classrooms/ Resources cupboard in Entrance
● Cards for messages home	Class teachers to design their own format
● Policy	Headteacher/School Website

Appendices

Nursery “We Can Do” Statements

School Rules Poster

Additional KS1 Classroom Rules

Additional KS2 Classroom Rules



- We can tidy up
- We can listen
- We can help
- We can say please
- We can walk sensibly
- We can be kind to each other



We do as we are asked

We keep hands, feet and other
objects to ourselves

We look after our school and each
other

We walk sensibly and quietly in
school

We are kind, polite and helpful to
everyone

Additional Classroom Rules for Key Stage One

- i) We listen when the teacher talks.**
- ii) We do as the teacher says.**
- iii) We are kind to each other.**
- iv) We put things back where they belong.**
- v) We talk quietly in the classroom.**

Additional Classroom Rules for Key Stage Two

- i) We follow directions the first time given.**
- ii) We listen carefully when other people are talking.**
- iii) We look after our equipment and return it to its correct place.**
- iv) We ask the teacher if we need to leave the room.**
- v) We work in a safe and caring way.**

Last reviewed Autumn 2018

Next Review Date: Summer 2019