

Behaviour Policy



To be read in conjunction with the SUAT whole trust behaviour policy

Aims

All Saints expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Whole School Rules

These rules are based on the whole-school work done on Zones of Regulation. Children are taught to recognise their emotions and to develop ways to counter negative feelings and return to a calm mental state.

All pupils agree that while they are in school, or travelling to and from school, they will behave in a way that allows everyone to be "Green". Ways of achieving this might include:

- Speaking calmly to other people
- Helping people who are having difficulty
- Agreeing to take a time out to return to green if you are feeling yellow or red
- Completing work in line with instructions from a teacher
- Taking care of the classroom environment

These principals are shared with pupils on a daily basis and parents are kept informed. Assemblies will be used to reinforce the rules and expectations. Training has taken place across the school to ensure that consistency exists.

Staff Expectation

Behaviour Management is the responsibility of **all** staff at All Saints C of E Primary School. Staff are to model the behaviour expected of children. This includes not raising their voice to a child except in the case of an emergency, and to apologise to children if they have deviated from the expectation of staff behaviours.

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The role of the Senior Leaders

It is the responsibility of senior leaders to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the leaders to ensure the health, safety and welfare of all children in the school is a priority for everyone.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Promoting positive behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards including dojos and their name on the recognition board.
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Dojo messages are sent home to parents/carers each week to celebrate positive behaviour and achievements.
- Positive playtime behaviour is rewarded with a dojo point.
- The Headteacher actively encourages staff members to send children for good behaviour, improved attitudes to learning, and outstanding achievement.

Good to be Green

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a purple *stop and think* card will be displayed over the top of the Green card. The warning gives the child the

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opportunity to reflect, consider and review their behaviour. If a child repeats the behaviour then an Orange Warning Card is issued. Following this, the child would receive a red card this would result in a consequence. Consequences are age appropriate. However, a child should rarely miss a whole break or lunch as it is important to give the pupil the opportunity to earn some free time back, unless in exceptional circumstances, deemed appropriate by a senior leader.

If has pupil has unfortunately been given a red card, then a restorative conversation will take place between the pupil and the member of staff.

Restorative Conversation Red- ending the session

- *I know you can behave in a way that helps everyone to remain in green zone.*
- *Is your behaviour helping everyone to remain Green?*
- *Can you change your behaviour so that it does this?*
- *What do you need from me to help you get to green?*

Rewards for green behaviour

If a child has stayed green all week that are considered for the Headteachers award. Every child receiving a Headteacher award also receives a prize.

Children with additional needs

There may be times when children have additional behaviour needs that are not fully met by the systems above. These children will be added to the SEND register and an individual behaviour plan written with them. This plan will be devised with input from the child, parents and school staff. It will outline what is needed to keep children in the green zone.

The *Good to be Green* plans will be shared and used by all members of staff working with the child. They will be reviewed half-termly to begin with and then termly.

Sanctions

Although the school favours rewarding good behaviour as its primary behaviour management tool, there are a number of behaviour sanctions in place to ensure unacceptable behaviour, in all forms, is discouraged and prevented.

These are noted below with examples of behaviours that might trigger them. The list is not exhaustive.

To this end, a number of sanctions are available to senior leaders. If any of these sanctions are imposed, parents will be informed.

- Part/whole loss of playtime
 - For incidents such as not finishing work although adequate time was given
 - Repeated incidents of rudeness towards other pupils
 - Rudeness towards members of staff
 - Inappropriate language

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- Various instances of being moved to red
- Internal exclusion – missing playtimes for a half or whole day, working in another classroom or area of school
 - For repeated incidents of the above behaviours
 - Damage to school property
 - Lesson disruption
 - Swearing or persistent inappropriate language
- Fixed term exclusion
 - For violent or aggressive behaviour towards pupils of staff
 - Persistent disruption to lessons
 - Repeated damage to school property
- Permanent exclusion (see page 2)
 - For an incident of extreme behaviour
 - Repeated incidents of unacceptable behaviour. This would usually be at the end of a series of extended fixed term exclusions – eg one day, two days, three days and a week.

To be reviewed September 2023

Date of adoption of policy April 2022