

## **BEHAVIOUR POLICY**

### **OUR VISION**

At Pottery Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution to their learning and that of others. We aim to develop in all pupils and staff a real love of learning. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

### **AIMS OF THE POLICY**

- To provide a holistic environment where children can develop socially, emotionally, physically, spiritually, practically and academically in a safe and secure environment.
- To encourage a calm and purposeful learning environment in school
- To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged
- To encourage increasing independence and self-discipline

### **CODE OF BEHAVIOUR**

Pottery has the following school rules which are displayed in every classroom;

- Always follow the adult's instructions straight away
- Treat people kindly and politely
- Keep your hands and feet to yourselves
- Always walk when moving around school
- Respect: yourself, others, equipment and our environment

### **EXPECTATIONS OF STAFF**

The following staff expectations should be developed and agreed by staff in the school;

- To be an exemplary role model for children and colleagues
- To respect all children and treat them fairly by the implementation of consistent rules, rewards and sanctions
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum
- To create a safe and stimulating environment that supports children's learning

### **EXPECTATIONS OF PUPILS**

The following expectations should be developed and agreed by the children in the school;

- To work to the best of their ability and allow others to do the same
- To be kind and polite

- To treat adults and pupils with respect and be aware of the impact of their behaviour on others
- To follow the instructions of all school staff
- To take care of and respect property within the school environment and community

### **EXPECTATIONS OF PARENTS/CARERS/GUARDIANS**

As part of the home/school agreement parents are expected to support the school's behaviour policy;

- To make children aware of appropriate behaviour in all situations and to be aware of school rules and expectations
- To encourage independence and self-discipline, to show an interest in all that their child does in school
- To foster good relationships with the school and support the implementation of this policy

### **MOTIVATING APPROPRIATE BEHAVIOUR**

#### **Preventative measures**

- Raising pupil self esteem
- Communicate a sense of importance with every pupil
- Ensure they experience success
- Emphasize children's responsibility through providing choices
- Ensure circle times are part of the curriculum
- Vary groups in class according to friendships and abilities
- Display and celebrate children's outcomes

#### **Offering a well planned curriculum**

- Aim for quality teaching which encourages breadth of exploration and balance in the pupil experience of the wider curriculum
- Vary lesson pace
- Teach a range of VAK methods to cater for all learning styles
- Plan for and support SEND/EAL students
- Plan for the other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Have extension activities ready

#### **Climate for learning**

- Be clear about the relevance of classroom activities
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Create a climate where children have equal status

- Establish a climate where there are clear expectations about behaviour and plenty of positive praise for children making the right choices
- Work towards an ethos where children can have an increasing role in shaping activity
- Support children to try new things and learn from mistakes

### **Conditions for personal growth**

A climate where the following are encouraged;

- Respect
- Kindness towards others
- Politeness
- Acceptance so that people can be themselves and express beliefs
- Openness
- Right to make mistakes
- Value the opinions of others which are different to our own

### **Restorative justice**

- Conflicts are fully investigated by a member of staff
- Children are given the opportunity to share their concerns and views about the conflict
- A member of staff acts as a negotiator to arrange a meeting and listen to the views of the children and then a facilitator to seek a resolution

### **SCHOOL PROCEDURES FOR ENCOURAGING GOOD BEHAVIOUR-GOING FOR GREEN**

**Aim:** the main aim of adopting the staying on green system is to encourage all children to behave well in all lessons and ensure no child distracts any other child from learning.

#### **Overview:**

- It is a consistent whole school approach that can be used by all staff
- All children get a chance to make a new start with their behaviour every day
- All pupils have the opportunity to make positive choices about their behaviour
- Pupils who regularly follow the rules are noticed and rewarded

#### **Classroom visual display**

- All children have a pocket with their number on it
- All pupils start with a green card in their pocket
- If pupils make a wrong choice they are given a stop and think card
- If the behaviour continues following a warning then child will change green card to orange
- If it continues after that the child will change to red

## GOING FOR GREEN FOR BEHAVIOUR AND SANCTIONS

<b>LEVEL ONE VERBAL WARNING</b>	<b>RESPONSE</b>
*Calling out and interrupting teacher Loud noises to distract others Disturbing others from learning Refusal to work Unkind words Improper use of equipment Refusal to work	<ul style="list-style-type: none"> <li>• Remind children of the behaviour you want to see</li> <li>• praise for all the children doing the right thing</li> <li>• non- verbal cues such as eye contact</li> </ul>
<b>LEVEL TWO STOP AND THINK CARD</b>	<b>RESPONSE</b>
*Repeated offence of the previous behaviour	<ul style="list-style-type: none"> <li>• Adult to give out stop and think card</li> </ul>
<b>LEVEL THREE BEHAVIOUR REQUIRING AN ORANGE CARD</b>	<b>RESPONSE</b>
*Behaviour not improved	<ul style="list-style-type: none"> <li>• Child to change their green card to a yellow card</li> <li>• Use positive reminders of how to return to green</li> </ul>
<b>LEVEL FOUR BEHAVIOUR REQUIRING A RED CARD</b>	<b>RESPONSE</b>
*Causing physical harm to others Threatening language Continued refusal to do work	<ul style="list-style-type: none"> <li>• Child to change their yellow card to a red card</li> <li>• Phone call to parents to let them know their child has reached red on the behaviour chart and the reasons why</li> </ul>
<b>LEVEL FIVE ADDITIONAL SUPPORT</b>	<b>RESPONSE</b>
*Causing physical harm to adults and children Highly disruptive behaviour  (* all examples only )	<ul style="list-style-type: none"> <li>• Phone or send for headteacher or SLT member</li> <li>• Phone call home</li> <li>• Complete form if restraint has been used</li> <li>• Internal exclusion</li> <li>• Or fixed term exclusion depending on severity</li> </ul>

At the start of the new day all children will move back to green (unless the previous day they were sent to the Reflection Room at the end of lunchtime and need to go back to withdrawal that day)

Stages may be jumped depending on behaviour exhibited.

Every serious incident will be assessed individually on a case by case basis and the ultimate decision regarding the consequence lies with the headteacher or a member of the SLT in the headteacher's absence.

### LUNCHTIME BEHAVIOUR SYSTEM

<b>STAGE 1 – VERBAL WARNING</b>	<b><u>Behaviour shown *</u></b>	<b><u>Consequence</u></b>
	<ul style="list-style-type: none"> <li>• Unkind words</li> <li>• Not following or listening to instructions</li> <li>• Climbing in non-play areas</li> <li>• Entering out of bounds area</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>
<b>STAGE 2 -STOP AND THINK</b>	<ul style="list-style-type: none"> <li>• Continuing with inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• A reminder that the Reflection Room will follow if behaviour doesn't change</li> </ul>
<b>STAGE 3-ORANGE</b>	<ul style="list-style-type: none"> <li>• Repeated offence of previous behaviours above</li> </ul>	<ul style="list-style-type: none"> <li>• 5 mins in Reflection Room for Key Stage 1</li> <li>• 10 minutes for Key Stage 2</li> </ul>
<b>STAGE 4-RED</b>	<ul style="list-style-type: none"> <li>• Causing physical harm to others</li> <li>• Threatening language</li> <li>• swearing</li> <li>• A problem which cannot be resolved easily</li> </ul>	<ul style="list-style-type: none"> <li>• Whole session in Reflection Room</li> <li>• Child/children to explain what has happened to an adult</li> <li>• Child to complete reflective sheet</li> </ul>
<b>STAGE 5 ADDITIONAL SUPPORT</b>	<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Highly disruptive</li> <li>• Deliberate violence to an adult or child</li> <li>• Extensive damage to school property</li> <li>• behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Contact Headteacher or a member of the SLT</li> <li>• Phone call home</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion (Head/SLT decision)</li> </ul>

## **Rainbow Room**

Our lunchtime Rainbow room is used by children who find social interaction extremely difficult or they find managing their own behaviour very difficult, or they have an additional need. By agreement with the Headteacher and SENDCO, the child can access the Rainbow Room for some or all of the lunchtime. This room is staffed and there are lots of activities to engage the children e.g. painting, construction, crafts, toys and games. This prevents our most vulnerable children being excluded and is very successful.

## **POSITIVE REWARDS AT POTTERY PRIMARY**

We consider that positive reinforcement of good behaviour far outweighs negative consequences.

### **Whole Class**

Each class has a weekly reward to aim for. All pupils who stayed on green all week will take part in Golden time or an activity chosen by the children.

If a child has been on orange or red during the week the teacher will decide how much golden time the child will miss.

If they stay on green for half a term they will participate in an agreed activity across the year group.

There is a wide range of rewards available for our children which include:

House Points

Gold stars

Use of ICT suite

Class trophy

Achievement certificates

Class Dojo and a class Dojo Shop to spend points in

Reading awards

Stickers

Phone calls home

Well done postcards

Hot chocolate with the Head

