



Straits Primary School

A guide to our Behaviour policy

It is a primary aim of our school that every member of the school community feels valued, safe and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Our Key principles

- The school expects every member of the school community to behave in a considerate, respectful way towards others.
- We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, respectful, responsible and increasingly independent members of the school community.
- We will develop the values of responsibility, respect, tolerance, friendship, perseverance, kindness, honesty and fairness along with developing the skills of collaboration, team work, empathy, communication, listening, negotiating and leadership.
- We will work together with parents, pupils, staff and outside agencies to achieve our goals.
- We will share our behaviour expectations with the pupils and use supportive feedback and corrective actions systems appropriate to the age group.
- We will ensure the system of supportive feedback and corrective actions apply to all children regardless of gender, ability, disability, race or religion.
- We will continually reflect on our procedures to ensure teaching and learning styles are appropriate and match the requirements of the curriculum, teaching behaviour and self-management skills in PSHRE lessons.

We will aim to create a classroom ethos where pupils feel safe, accepted, respected, can focus on learning and positive relationships are formed.

Behaviour Management

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly and calmly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Misbehaviour is defined as:

- Disruption in lessons (calling out, distracting others, playing with toys or personal items, throwing items).
- A poor attitude and the non-completion of classwork or homework.
- Shouting at members of staff and being rude - answering back.
- Walking out of classrooms.
- Name calling.
- Pushing, hitting or kicking other children.
- Verbal aggression.

Rewards

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

- Smiles and approving gestures;
- Verbal praise - staff congratulate children;
- Praise which takes the form of behavioural narration (recognising pupils who are following the direction of the teacher);
- Children's achievements and good behaviour can be celebrated through the use of our behaviour management systems (Weather Charts / pom-poms)

- Messages to parents (verbal) celebrating a child's choices;
- Children can be rewarded by participating in 'golden time';
- Staff send children to the Head teacher/ Deputy to show a good piece of work and to receive the Head teacher's/ Deputy's praise;
- We distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school - Praise Assembly;

Corrective Actions

Corrective actions will consist of the following according to age and appropriateness:

- Non-verbal gestures or facial expressions.
- Using the child's name with a reminder of the direction or expected behaviour.
- Using the school systems (e.g. weather chart/Level 1, 2 or 3) as a visual indication of unsatisfactory behaviour.
- Time out (pupil changes seats, has a designated space in the classroom or moves to another space such as the re-focus room).
- Consequences such as missed breaktime, golden time, completion of missed work, discussion with the SLT or parental contact.
- Use of, where relevant, a weekly Learning Chart as a tool to improve and monitor individual's behaviour.
- An internal 'exclusion' where the child works alongside a member of the SLT for a period of time.

Behaviour systems

EYFS and Key Stage 1

Our staff in Early Years and Key Stage 1 will use a 'weather chart' as a tool within the classroom to manage behaviour. The weather chart will include positive steps (sun, rainbow and star) which are used to praise and celebrate good behaviour as well as a cloud, rain-cloud and thunderstorm as a tool to prompt children when their choices are inappropriate. As part of this system, the children receive rewards (sticker, smelly sticker and wow prize) for reaching the sun, rainbow or star and a sanction (missed golden time) for those who are moved onto the cloud, rain-cloud or thunderstorm (5, 10 or all of golden time).

Key Stage 2

The children in Key Stage 2 receive a pom-pom for good learning behaviour (these can be exchanged for rewards such as a sticker, a smelly sticker, a wow prize or a VIP pass). If children display inappropriate behaviour then a verbal warning is given and if the behaviour does not improve, then a sanction is given at Level 1 (5 minutes missed of breaktime or golden time), Level 2 (15 minutes missed of breaktime or golden time) or Level 3 (report to a member of the SLT).

Housepoints

Children are awarded housepoints for demonstrating 'pathways to the future' behaviour (in class or around school) – being calm in the classroom/corridors, walking, holding doors, following instructions, being kind and thoughtful, showing care, being helpful. Each week a trophy is presented to the 'House' with the highest number of points.

Golden Time

Golden time is designed as a tool to support the management of low level disruptions. The principle behind it is based on the 'collective responsibility' of the classroom. The idea is that a 'golden time' is set (weekly/fortnightly) and pupils earn minutes towards this time. Minutes are not removed from the 'pot' it is based on the desire to try and achieve. The system could be presented visually such as a 'golden time pot' where an item is added to represent each minute or a simple 'golden time chart' where tallies are added for each minute earned. Golden time is led by the adults in the room – positive, pro-active behaviour management is required to make this successful.

The Always Club

Each half-term, the headteacher and/or deputy headteacher will host an Always Club. Each class is invited to send two children to the club and these pupils are selected based on their continued demonstration of excellent behaviours and respect to members of the school community. The children attending will participate in a 'reward' activity and will be presented with a certificate of attendance. Children can be selected to attend this club on multiple occasions throughout their time at school.