

## BEHAVIOUR POLICY

### Introduction

Our school values positively promote good behaviour. We aim to work in partnership with our parents in encouraging the development of the whole child and believe good behaviour is essential for a productive learning climate where all are respected, valued and can achieve their full potential. Children are expected and encouraged to have a caring attitude to all those they meet in school.

### Aims of Our Behaviour Policy

- To promote the self-esteem of pupils.
- To create and sustain a fair and secure environment.
- To accept the child, but not their inappropriate behaviour.
- To develop in everybody an understanding of the needs of others.
- To improve the quality of relationships within the school.
- To positively promote the children's sense of belonging to the school community.
- To encourage children to take pride in being a member of this school.

### Strategies

The strategies for delivering our policy are guided by the following principles:

- Success, achievement and good behaviour are rewarded as positive re-enforced behaviour is more effective than negative punishments. **(Appendix 1)**
- School, classroom and playground rules are agreed at the start of the academic year.
- School, classroom and playground behaviours and values are understood by all.
- Responses to inappropriate behaviour are according to the school procedure. **(Appendix 2)**
- The way we treat each other and how we show respect and value each other has a strong influence on interpersonal relationships and personal development.
- Attitudes to learning are enhanced by good habits of conduct. **(Appendix 3)**
- Children are taught what bullying means and how to deal with it during P.S.H.E. time.

### Our possible sanctions are:

#### During Lessons:

- Warning
- Analysis of own behaviour – discussion with staff member. Parents informed as appropriate.
- Missing part/all of playtime to complete work (supervised by teacher).
- An apology letter written.
- Referral to Executive Headteacher
- Fixed-Term exclusion.
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#### During Play/Lunchtimes:

- Withdrawal from specific play activities.
- Withdrawal from playground area. Parents informed as appropriate.
- Withdrawal from future playtimes
- Lunchtime Fixed-Term exclusion.

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### **The Staff Role**

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

### **Review of Our Behaviour Policy**

This policy will be reviewed by:

- School Staff
- School Council
- Parents and carers
- Governing Body

## **APPENDIX 1**

### **Rewards for Good Behaviour**

Individual Class Reward: rewards for good behaviour, good work and anything noteworthy are decided in the class by Class Teacher and children. These include:

- Praise.
- Visit to another member of staff
- Stickers.
- Certificates.
- House Points.
- Group/class rewards.
- Celebration of individual work.
- WOW board
- Whole School Reward System, presented in whole school assembly.
- Headteacher Award Certificate/Stickers.
- Other awards and achievements publicly presented.
- Written comments or verbal report from teacher to parent informing them about good work and positive behaviour.

## **APPENDIX 2**

### **Procedures for Dealing with Inappropriate Behaviour**

If any of the behaviour below happens the child will be sent to the Executive Headteacher immediately and the incident will be recorded in the Incident Report Book:

Swearing at children, Fighting, Defiance, Racial Incident, Destroying property, Theft, Indecent behaviour, Discrimination, Cyber bullying or other gross misconduct.

### **Procedures for dealing with low-level disruption:**

When the child is brought to the Teacher's attention in class, an appropriate verbal warning will be given.

If the child continues to be disruptive, or their behaviour does not change, the Teacher will decide on further sanctions such as the child moving place, or being sent to another class for an appropriate period of time. Appropriate sanctions should then be given and an opportunity for the child to resolve the situation and the Teacher should discuss the inappropriate behaviour with the child.

If the child returns to the class and continues to be disruptive, the behaviour should be reported to the Executive Headteacher or Head of School as appropriate. An incident Report is completed by the Executive Headteacher or Head of School and the sanction is shared with class teacher and parents.

The Teacher monitors subsequent behaviour in the short term and should ensure that parents are informed of the incident as soon as possible.



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If there is not sufficient improvement, a referral to the Executive Headteacher/Head of School should take place and a meeting with parents to agree steps to improve behaviour should be held. Individual Targets will be set and agreed by the child, family and school as part of a Pastoral Support Plan.

### **Exclusion**

The Executive Headteacher can exclude for both fixed-term periods and permanently and has the authority to exclude or withdraw the child if the situation cannot be managed/changed in the school.

A child will be excluded if he/she verbally/physically abuses any member of staff. The Executive Headteacher will also exclude if the behaviour has caused any child/adult's life to be deliberately endangered.

The Unity will ensure that procedures fully comply with the September 2017 Statutory Exclusion Guidance.

### **APPENDIX 3**

**Unity Golden Rules-** displayed in each classroom

Do be gentle. Do not hurt anyone  
Do be kind and helpful. Do not hurt people's feelings  
Do work hard. Do not waste your or other people's time  
Do look after property. Do not waste or damage things  
Do listen to people. Do not interrupt  
Do be honest. Do not cover up the truth