



## Behaviour Policy

### Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Children are helped to take responsibility for their actions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

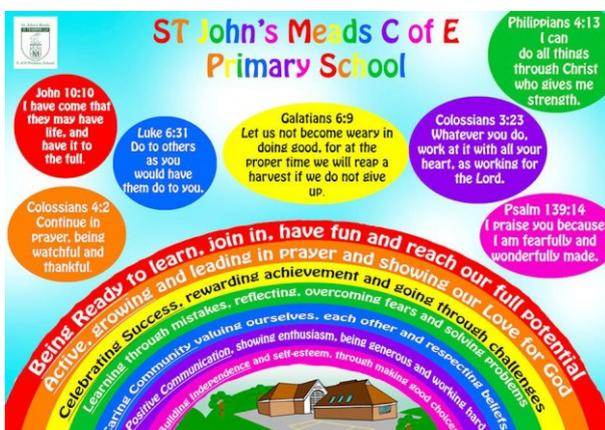
### Aim

This policy aims to:

1. Outline **how children are expected to behave**;
2. Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
3. Provide a **consistent approach** to behaviour management;
4. Outline our system of **rewards and sanctions**.
5. Outline **additional considerations** or circumstances

### 1. Expectations

Expectations for behaviour are expressed through the school's 'Rainbow Vision' and school rules:



1. Work hard
2. Take Care
3. Be kind

These expectations apply within the school building and grounds at all times of the school day and at before and after school clubs.

Children 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 around the school
- Treat the school building 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

## Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or at a sporting event.

## 2. Roles and Responsibilities

### Staff

Staff are responsible for:

- Modelling positive behaviour
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of individuals
- Recording and reporting behaviour incidents

### Parents

Parents are expected to:

- Support their child in conforming to expectations or behaviour
- Inform the school of any changes in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 3. Approach

### *Classroom management*

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged



- Display and refer to the Rainbow Vision, Rainbow Ladder, school rules and their own classroom rules
- Develop positive relationships with children
- Establishing clear routines
- Highlight and promote good and courteous behaviour

### Rainbow Ladder (in class)

Scratch and sniff sticker	Every class will display a 'Rainbow Ladder' with four positions. At the beginning of the day, all children will have their name in the starting position. For positive behaviours, children's names will move up. Any children with their name in the top position at the end of the day will receive a special 'scratch and sniff' sticker.
Starting position	For behaviour not in accordance with expectations, children's names will move down. If a child's name enters the 'think sheet' position, they will be asked to complete a 'Think Sheet' (see appendix A). This is not a sanction in itself, but an opportunity to reflect on what has happened and what they can do to restore the situation.
warning	Think sheets are kept in the class folder. If a child has needed to complete two or more think sheets in a week, they miss their playtime on Friday to see the Headteacher and discuss their behaviour.
Think sheet	If nobody from the class has this sanction, the whole class earn five minutes extra play for Friday.

Class teachers may customise the 'Rainbow Ladder' with colours or pictures according to their class's interests.

### *Playground management*

Teaching and support staff are responsible for setting the tone and context for positive behaviour in the playground.

They will:

- Encourage children to play together and use equipment appropriately
- Develop positive relationships with children
- Highlight and promote good and courteous behaviour
- Listen to children's concerns about friendships and games and try to resolve any issues

Sanctions in the playground:

Most minor disagreements between children will be resolved through adult support.

Some behaviours may warrant the issuing of a playtime Think Sheet. When issued at playtime, a Think sheet becomes a part sanction because the child will be asked to sit out from playing for a few minutes in order to complete it.

Playtime think sheets are returned to the class teacher at the end of play/lunch. The Leadership Team reviews playground behaviour weekly.

If a serious incident occurs in the playground, the child will be brought into school and member of the Leadership Team alerted.

#### 4. Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Moving up the Behaviour Ladder
- Scratch 'n' Sniff stickers (for ending the day on the top position of the Rainbow Ladder)
- House points
- Rainbow Award (Friday Assembly)
- Showing good work to the Headteacher
- Photocopied good work to go home
- Parent contact (verbal end of day or phone call home)
- Whole class extra playtime (Friday)
- End of term reward for House Points winning team

One or more of the following sanctions may be applied in response to unacceptable behaviour:

- A verbal reprimand
- Moving name down on the Rainbow Ladder
- Expecting work to be completed at home (with parental agreement), or at break or lunchtime
- Referring the child to a senior member of staff
- Parent contact (verbal end of day or phone call home)

#### 5. Additional Considerations

There may be occasions when it is considered necessary to physically intervene in order to manage a situation. In accordance with DfE guidance *Use of Reasonable Force 2013*, staff may use reasonable force to prevent a child:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Headteacher and to parents



## Confiscation

**Any items considered dangerous or causing disruption to learning may be confiscated.**

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils may be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of individuals with additional or differing needs, liaising with parents and other agencies as appropriate.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We aim to educate against bullying to prevent its occurrence through our PSHEe curriculum, participation in National anti-bullying week, and the development of cross phase friendships through our pastoral care sessions.

However, we recognise that bullying may still occur. If a child feels they are being bullied, this can be reported directly to a trusted adult or through the class 'worry box'. If a parent has concerns about bullying, they should discuss this with the class teacher in the first instance, but this may be escalated to the Headteacher.

Actions following an allegation of bullying:

- Specific incidents will be investigated
- Relevant staff will be notified in order to monitor the situation going forward
- Any further incidents and actions will be logged
- Additional support strategies may be implemented (class circle time, nurture groups, additional adult supervision)
- The school will work in close collaboration with parents until the issue is resolved

## Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- SEND policy

Appendix A – Think Sheet

Name: \_\_\_\_\_

Date \_\_\_\_\_

Class:            Think Sheet

Work Hard  What happened?  
\_\_\_\_\_

Take Care  \_\_\_\_\_  
\_\_\_\_\_

Be Kind  What should you do  
now?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix B – Rainbow Award

<b>Rainbow Award</b>	
	
Awarded to	_____
For	_____ _____ _____ _____
Date	_____