



9a. Behaviour Policy

We believe in providing a nurturing environment which will enable each child to feel secure and confident and allow them to flourish and achieve their full potential. This policy should be read in conjunction with:

- Safeguarding Policy
- Online Safety Policy
- Anti-Bullying Policy

We strive to create an environment in the school that teaches, encourages and reinforces good behaviour and good manners.

We aim to:

- Create a safe environment
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Promote honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Provide a caring and effective learning environment
- Emphasise the importance of being valued as an individual

Expectations

At the beginning of the school year, rules and the need for them are discussed in class and throughout the year in weekly assemblies. These are designed to make the school a productive and rewarding place for everyone.

Our ethos:

We are confident, creative and kind.

School rules:

1. Be safe
2. Be kind
3. Be respectful
4. Be your best always

Rewards

We believe that rewards have a motivational role, helping children to see good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Other forms of rewards include:

- House Points for good work, good behaviour and to acknowledge outstanding effort. When a pupil receives 20 House Points, they are given a token coin which goes in to the House Point display counter.
- Rewarding the pupils with a lunch time party if their House achieves the most House Points over the course of a half term
- Golden stickers - these are awarded by the Headmistress for exceptional pieces of work
- A 'Star of the Week' - a chosen pupil from each year group is awarded a certificate in Friday/Wednesday assemblies
- Pen Licence – These are awarded to pupils who demonstrate consistently neat handwriting and well-presented work

Sanctions

When children display unacceptable behaviour, they need to know that consequences/sanctions will follow. Discipline does not need to be severe to be effective in helping a child see where they went wrong and how to behave in a better way in future. The following sanctions are applied to register the disapproval of unacceptable behaviour. We will always ensure that any sanction is appropriate and proportionate to the offence. These are flexible and are applied at the discretion of the class teacher. They may include:

Phase 1:

- Verbal warning and reminder of expected behaviour
- Moving places/seats (within class)
- Visual warning on behaviour display (EYFS, KS1 and LKS2)

Phase 2:

- Removal of increments of Golden Time/Break to reflect on behaviour
- Time out to reflect on behaviour (EYFS)

Where appropriate, during lost Golden Time/Break, pupils from Years 1 - 6 are required to think about their actions and how these have impacted on others. Pupils in EYFS spend time with an adult verbally reflecting on their actions.

Phase 3:

- Moved to another class
- Withdrawal of privileges or responsibility
- Referral to the Deputy Head or Headmistress
- Class teacher to communicate with parent via the pupil's message book/homework diary

Phase 4:

- Discussion with parent
- Internal exclusion for a 'one off' serious offence
- Fixed term exclusion of 1-2 days depending on severity of offence

A formal letter, signed by a member of SLT will be sent home with the child. In addition, a work pack will be given to the parent for the pupil to complete at home.

The most serious behaviour/sanctions will be logged in the School Sanctions Log by a member of SLT. Any behaviour that a teacher feels needs to be communicated with a member of the Senior Leadership Team is recorded in the appropriate year group's Behaviour and Well-Being book. These are collected in weekly by the Deputy Head who tracks trends and addresses repeated offences.

When anti-social or aggressive behaviour is observed more than once and sanctions/provisions are ineffective, additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary.

The final sanction would be exclusion. If it were necessary for the school to consider excluding a pupil, Dukes' guidelines would be followed.

Parent Partnership

Where the behaviour of a child is causing concern, it is important that all those working with the child in school and at home are aware of these concerns, and steps are being taken to address this.

The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with the problem and encouraging positive behaviour.

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