

SPRATTON CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

AIMS

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their actions.
- To create a happy, safe and effective learning environment where there is mutual respect between all members.

OBJECTIVES

At Spratton Church of England Primary School our behaviour and discipline procedures are based upon a system of classroom and school rules, rewards and consequences.

School Rules:

We will be respectful towards each other with our words and actions.

We will listen to and follow instructions straight away.

We will always try our best.

These rules are primarily based on five main areas including communication, respect, movement, safety and learning.

At the beginning of each year the rules will be discussed with the children and reaffirmed. Staff and children believe that these rules should be applied consistently in order to make our school a happy, safe and effective learning environment.

Throughout school we operate a “traffic light” system to help children understand and manage their behaviour.



It is **Good to be Green.**

Each day is a new day in which we can show positive behaviour.

Children start the day on **Green** and remain on green as long as their behaviour remains good.

If behaviour is less than good consequences will be applied.

Yellow → **Red.**

On the playground **Yellow** and **Red** cards will be used and given to the class teacher at the end of play.

A **Red** consequence will result in loss of playtime and a text message home to alert family of child's poor behaviour.

REWARDS

The opportunity to celebrate collectively and share feelings of success, fellowship and belonging are important aspects of being members of a healthy and caring community. It is important that we reflect on that which we have experienced together and recognise the accomplishments of those within our school. Deserved rewards are important in encouraging both good behaviour and academic achievement.

- ☺ We will be praised for our positive behaviours.
- ☺ We will receive House Points for our good behaviour and effort in our learning. *(The House Team with the most frequent high score at the end of a term will receive an additional playtime.)*
- ☺ We will receive a pebble to place in the jar for demonstrating Christian Values in action. *(Once the jar is full the School Council will help to decide on a whole school reward.)*
- ☺ We may get recognised as Pupil of the Week and receive a certificate.

These rewards will help us to feel positive and respected.



CONSEQUENCES

If a child consistently breaks the rules – they have to take the consequences of their behaviour. They chose to break the rules therefore they chose to accept the consequence. These will be based on the class and school rules, they will be published, they will be realistic, they will be hierarchical, they will be consistent across the whole school.

1. We will be reminded of the School Rules, the rule being broken and how we should behave (verbal warning).
2. We will receive a **Yellow** warning if our behaviour does not improve and may need some time away from others / time out to think about our behaviour.
3. If the **Yellow** warning is not sufficient to act as a reminder and help improve our behaviour then we will be given a **Red** consequence. Two **Yellow** warnings and we will automatically be given a **Red** consequence.
4. A **Red** consequence will result in loss of some of our playtime. A **Red** consequence will result in a text message being sent home to alert our families of our poor behaviour.

The following behaviours will not be tolerated at any time and are instantly **Red**:

Physical violence (hitting, kicking, fighting)

Spitting

Swearing

These consequences will make us consider our behaviour and make the necessary improvements.

A child who persistently disrupts and fails to respond to the behaviour system of rules, rewards and consequences may need additional support and an individual behaviour modification plan drawn up.

It is important to use a consistent whole school approach to discipline, however on occasions systems may be used within individual classrooms to suit the class being taught that year.

BULLYING

See separate Anti-bullying policy.

PLAYGROUND BEHAVIOUR

In order to stimulate the children on the playground and reduce behavioural problems the school provides playground equipment and the playground is zoned for different activities.

The same school rules, rewards and consequences apply whilst on the playground.

Repeated poor behaviour at lunchtimes could lead to a period of lunchtime exclusion.

ROLE OF PARENTS

Parents are the prime role model of behaviour for children. We recognise that parents are the first and most important educators of their children and we value parental involvement, co-operation and support.

As a caring community we expect a calm and happy environment, in which all children will develop. We want parents to work in partnership with us, reinforcing the values that are practised in school and within the parish.

Parents are expected to comply with the guidelines set out in the home school agreement and school handbook. We respectfully ask that if parents have an issue about behaviour that they discuss it with their child's teacher / school rather than seek to resolve the matter themselves with other children / parents.

Last reviewed Spring 2018

Next review Spring 2020

