



Policy's Raison d'Etre: Fostering the School's Values

A primary focus of the school is to provide a safe and purposeful learning environment for its pupils. In order to deliver this, it is essential that staff and pupils have a mutual respect for each other. Pupils should therefore be set clear behavioural expectations and the school should maintain a close dialogue with parents concerning practical ways in which home and school may work together to secure high standards of conduct in pupils who exhibit self-esteem, a feeling of well-being and due consideration for others.

The values the school seeks to foster within the pupils' daily lives in school and across the wider community centre upon respect for adults and children, respect for property, honesty, trust, fairness, self-respect and self-discipline.

Policy Implementation: The Strategies by which the School Seeks to Secure its Aims

1. The Expectations of the School as reflected in the Standards of the Staff

- All staff who work within the school should set and model high personal standards in keeping with the aims of the school
- Staff will show respect for pupils and deal with them kindly, fairly and firmly
- Staff will encourage children to maintain good standards of behaviour and self-discipline at all times

2. Securing the School's Ethos through the Life and Work of the School

The content of the school's curriculum will provide many examples for, and study relating to, good behaviour and the themes of caring, self-respect, respect for others and honesty

Wherever pupils take part in practical work or work in groups, pupils are encouraged to practise high levels of self-discipline, consideration and co-operation

The School Council, Class Councils and Circle Time are vehicles for promoting patterns of behaviour of a high standard.

3. The Tailoring of Pupils' Work Programmes

Teachers' planning and delivery must always be centred upon pupils' needs, abilities and interests. Relevance and continuity to what will have gone before is important, while this needs to be balanced by a will to stretch and challenge pupils in an atmosphere of support and reassurance.

In the selection of content and methods in relation to the above, the following will be important:

- Aims and targets
- Length and variety of task

- Materials needed and available
- Differentiated tasks, simplified or extended to allow all pupils to succeed
- Possible choice of tasks or order of completion
- Good presentation and appropriate level of written material
- Clear, direct instructions
- Variety of groupings: individual working, small groups, whole class
- Movement needed and placement of materials

4. Development and Reinforcement of Pupil Self-Image

The school considers it very important that pupils develop a positive self-image. This is promoted through thoughtful handling of, and support for, individuals and groups, giving them the opportunity to practise successful activities and receive praise. Learning to 'get on with others' is very important and from the time children enter the Foundation Stage, they are given the opportunity to gain experience in interacting with others

The development of children's self-esteem and their overall confidence is consciously promoted through the following strategies:

- Treating everyone as an individual
- Considering and promoting the capacity for co-operation and growth in each individual
- Listening to and responding to the opinions of individuals
- Giving opportunities to pupils to present opinions through collective worship, assemblies generally, presentations, the School Council, Class Councils, Circle Time and individual discussions
- Showing that pupils can be trusted
- Valuing what pupils do and allowing them to share their work with others
- Giving work and responsibilities to pupils which is within their capabilities
- Giving pupils plenty of praise and reinforcing the positive whenever possible
- Greeting pupils and being pleased to see them
- Talking politely to children

5. Pastoral Leadership and Support

Pastoral advice is a key component of the behaviour framework of our school. A child-centred approach to teaching and relationships will help to maintain good behaviour. Much of this advice will be of an informal nature and all teachers will be involved in this. However sometimes pupils will need to be taught extra skills. This will be undertaken by the school's Behaviour and Learning Mentors who will work with selected pupils to develop specific skills. (For example social skills and co-operation through circle time or anger management strategies through role-play)

It is a vital part of the ethos of this school that every attempt is made to build an understanding of and relationships with, all our pupils. This will make discussion of attitudes and criticism of poor achievement or behaviour much more effective. It should also provide an awareness of any underlying problems the pupil may have. Such relationships are characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand and

by good models of adult behaviour and constant encouragement to develop self-esteem and self-discipline.

6. Pupil Rules, Rewards and Sanctions (See Appendix 1)

In keeping with all that is set out above, the school's priority shall always be to concentrate on the positive and to seek to reward both effort and achievement. When all else fails and it is necessary to employ sanctions these will be carefully considered and systematically monitored with a view to securing a route back to more positive strategies at the earliest opportunity.

Appendix 1

Our Golden Expectations

- Listen and speak kindly to each other without interrupting
- Walk calmly and quietly around our school
- Do as we are asked first time
- Respect ourselves and others
- Care for our school and everyone's property
- Kind hands, kind feet, kind thoughts, kind words

Rewarding Good Behaviour

- Verbal praise for individuals
- Stickers, stamps, merits and written comments
- Sharing achievements and work with the class, other classes or other members of staff
- Recognition in special assemblies
- Individual and class certificates
- Individual, class and school rewards and privileges
- Positive letters home and sharing positive achievements with parents and carers

Every Action Has A Consequence

- Reminder of rule being broken and verbal warning given
- Loss of first star
- Loss of second star and time out in another classroom
- Time out in seclusion
- After school detention
- Speak to parent
- Refer to Headteacher
- Internal exclusion

In cases where a pupil misbehaves repeatedly or the behaviour is exceptionally bad, then any of the above steps may be missed out.

Appendix 2

Rewarding Good Behaviour

A 'stamp chart' reward system operates throughout school and offers the opportunity for all pupils to achieve success by working through a structured hierarchy of rewards, building towards a bronze, silver and finally gold certificate.

Rewards are achieved following the accumulation of a given number of stamps. Stamps are collected on individual cards which are colour-coded at each level. These can either be displayed in class or kept in an accessible location. A class chart gives an overview which enables the number of stamps acquired by each child to be easily monitored.

When the system is operated over a full academic year, the expectation is that pupils will achieve an average of 50 stamps per term approx 4/5 stamps per week. This rate of progress will enable bronze, silver and gold awards to be achieved at the end of each term.

NB Although all pupils may not achieve stamps at this rate, or reach the gold award by the end of the year, the system of regular rewards ensures some degree of success for all.

The Bronze, Silver and Gold Awards, are presented in assembly. All other rewards are presented in class - this may be individually as they are achieved – or as part of a class 'ceremony' during a PSHE session.

No of Stamps	Reward
10	Smiling Star Sticker
20	Mini-certificate
30	FS2/KS1 – Positive letter home KS2 – Phone call home
40	Reward (as standard) Class bookmark
50	Bronze Award - to be presented in assembly
60	Star Award Sticker
70	Mini-certificate
80	FS2/KS1 – Positive letter home KS2 – Phone call home
90	Reward (as standard) pencil
100	Silver Award - to be presented in assembly
110	Star Rosette Sticker
120	Mini-certificate

130	FS2/KS1 – Positive letter home KS2 – Phone call home
140	Reward (as standard) tbc
150	Gold Award & Prize e.g. book with nameplate to be presented in assembly

Additional Rewards

Individual Rewards - FS2/KS1 Stickers, stamps and prizes
- KS2 Stickers, raffle tickets.

- “Good News” phone calls home
These are an important way of involving parents in their child’s success.
In addition to the regular phone calls achieved through the stamp system, each child has the opportunity to make a special phone call home when appropriate for a specific reason as identified by the class teacher.
- ‘Hot Chocolate Star of the Week’
Pupils from each class are selected to join the Headteacher for Hot Chocolate at the end of the week. FS2/KS1 pupils are identified by class teachers. KS2 pupils are selected by raffle ticket draw.
- Merit Awards
Pupils, identified by the class teacher, are presented with Merit Certificates during a weekly awards assembly. These are generally for effort, attainment or achievement
- Whole Class Rewards
To emphasise the importance of co-operation and collaboration, each class will have in place a system for rewarding the class as a whole e.g. a number of balls or cubes collected in a jar.
Rewards to be decided democratically within the group.
- Lunchtime Rewards
To encourage appropriate behaviour at lunchtime, pupils are awarded ‘Star Award’ tickets for good behaviour by the Lunchtime Playworkers. In FS2/KS1 a prize draw is held at the end of every week at which a prize-winning ticket is drawn out for each year group and the winner selects a prize from the ‘Silver box’.
In KS2 the winning tickets for each year group are drawn out during the Monday morning Ethos Assembly. The prize is a Magic Pass entitling the winner to unrestricted entry to any of the lunchtime activities for that week.
- Lunchtime Golden Table
A Lunchtime Superstar is selected by the playworker of each class every week. These pupils are presented with a certificate during the Merit Assembly and are entitled to sit at the “Golden Table” in the canteen.

Appendix 3

Consequences

Principles - consistency, clarity, sustainability, fairness, manageability, minimal disruption to teaching and learning,

Each class has a display board with a list of pupil names in the centre of laminated strips. Two small removable card stars are placed at either end of the strip – one red/one green



Operation of the system

For non-compliance with the school rules, the following will occur

- Verbal warning
- Removal of one star
- Removal of two stars = Time out in partner class
- Following the loss of a red star, pupils are required to pay back learning time to classroom staff at the start of a lunchtime. This is the responsibility of each Phase Group.
- Any further offence on return to class may result in time out in seclusion room subject to availability of Behaviour Mentors
- Pupils may be referred for playtime/lunchtime detention at the class teacher's discretion to pay back learning time missed in class.
- For monitoring purposes, a record of stars lost is kept on weekly sheets or the OPS Database as appropriate to record of overall/individual behaviour.
- Pupils who have been directed to partner class or for behaviour mentor input must be accompanied by an adult.
- The class teacher completes an ABC report which is then logged by the Behaviour Mentor.
- At the end of the morning all stars are replaced – every afternoon begins with a fresh start.

Short-term seclusion from class - Seclusion Room Supervised by Behaviour Mentor subject to availability

The aim of short-term seclusion is to give the pupil a time out away from others, which offers an opportunity for them to calm down and compose themselves sufficiently to return to class. In order to achieve this, verbal interaction with the pupil is kept to a minimum.

- Seclusion is used following a build-up of consequences as outlined above – or as a result of one extreme incident
- The pupil must be escorted to the seclusion room by an adult, who may give brief details of the reason.
- The Behaviour Mentor completes the initial section of the ABC form with pupil details. This will later be handed to the class teacher who will complete details of the incident(s) leading to the seclusion.

- Seclusion will last for 30 minutes. When the pupil is suitably composed, they will be expected to complete an age-appropriate handwriting task in silence during this time.
- There will be no discussion of the offence during the seclusion. At the end of 30 minutes the pupil will be asked if they feel calm enough to return to class.
- The pupil will be escorted back to class with a reminder of expectation to conform.
- Following a fourth session in seclusion (over any period of time within a half term) the consequence will be a half day exclusion in school

Follow –up

- On the day following a seclusion, the pupil will receive a follow-up visit from the Behaviour Mentor to discuss the incident, and identify strategies to avoid a recurrence. During this shared discussion, the pupil will agree targets and/or expectations for the day as appropriate. Further ‘drop-in’ visits will then be made throughout the day to monitor progress

Full-day/half-day seclusion – Terrapins

- Following a fourth period in seclusion (within a half term) the pupil will automatically receive a half-day exclusion in school
- Following a serious offence – e.g. physical violence, inappropriate language, extreme rudeness/disrespect to adults – the pupil may move directly to a full or half-day exclusion at the Headteacher’s discretion
- **Conditions:** A full-day exclusion will be carried out in isolation. Parents will be notified by letter giving details of the date, times and arrangements for the exclusion. Pupils will sign in at the office at 9.15am from where they will be escorted directly to the terrapins by the supervising member of staff. During their time in exclusion the pupil will complete a set of work at an appropriate level as provided by the class teacher. This should require minimum equipment and explanation. Verbal interaction will be kept to a minimum. Parents will be expected to provide a packed lunch to be eaten in the exclusion room. Where a pupil receives free school meals, this will be provided by the canteen. The exclusion will continue until 4.00 when the pupil will be collected by his/her parent. A joint discussion will then be held involving Behaviour Mentor/SMT/parent/pupil when future expectations of behaviour will be outlined.

Lunchtime Detention - Library

Supervised by a member of the SMT – on rota

- Pupils will receive a full detention for inappropriate behaviour at lunchtime on the previous day.
- In line with lunchtime policy, children may be brought in on the day as appropriate.
- Pupils will be expected to complete an age-appropriate handwriting task in silence. Verbal interaction will be kept to a minimum.

- At 12.45 children will be escorted to the Canteen for their lunch.
- At the end of the detention, pupils will be reminded of expected behaviour.
- Behaviour Mentors will phone the parents of any pupil receiving two detentions in one week to forewarn them of increasing inappropriate behaviour.

After-School Detention – Behaviour Mentor Room

Supervised by Behaviour Mentor or member of SMT where required

- At the discretion of the Headteacher/SMT pupils may receive an after-school detention following repeated periods in seclusion or an extreme incident.
- Parents will be notified of the detention by letter
- Pupils report to the detention room at 3.20pm where they will be expected to complete an age appropriate reinforcement task
- Verbal interaction will be kept to a minimum.
- At 4 pm the pupil will be collected by his/her parent when future expectations of behaviour will be outlined by the BM/SMT member.

Lunchtime Procedure for Play Workers

Playworkers note down the names of pupils displaying inappropriate behaviour, as well as being required to identify those who set a good example of positive behaviour e.g. co-operating, being helpful, being kind, sharing etc.

Incidents of inappropriate behaviour result in the following:

1. Verbal warning given
2. Accompany staff – 5 minute walk round with play worker that deals with incident
3. Accompany Senior Play worker for 15 minutes
4. When the above steps have been completed AND logged, child escorted to detention in Addison Road Library
5. In cases where a pupil misbehaves repeatedly or the behaviour is exceptionally bad then any of the above steps may be missed out
6. After 1pm, children from Infant Playground accompany Mrs Hattersley until the bell at 1.15pm