



Behaviour Policy

Reviewed June 2022

Introduction

This document sets out our whole school approach at Spring Gardens Primary School to behaviour management. It has been written after consultation with staff and pupils.

Through following this policy we aim to;

- Develop a calm, safe, happy environment where children are able to learn and staff are able to teach effectively
- Develop a consistent approach to behaviour management throughout school.
- Reward children who follow the school rules
- Ensure children know their rights and responsibilities and understand the consequences of the choices they make

Rationale

Children learn best when they are safe, happy and valued. We believe that everybody who attends our school has the right to;

- learn
- be happy
- be valued • be safe.

These rights are underpinned by our school aims of **caring, learning and achieving**.

With these rights come responsibilities, children at Spring Gardens Primary school have the following responsibilities:

- To arrive on time
- To dress appropriately in school uniform
- To come to school prepared for the day e.g. reading folder, PE kit, homework etc. • To follow the 'Golden Rules'.

Our School's Golden Rules

As a school we have agreed that the following Golden Rules should be followed by every member of our community;

Golden Rules;

- We use kind hands and words
- We listen to others
- We share and take turns
- We try our best

These Golden Rules will be constantly referred to by staff and prominently displayed through the school. Whenever staff are discussing a child's behaviour and the choices they have made they will refer back to these. Staff will all have the Golden Rules in pictorial form to enable them to refer to them whenever addressing or promoting behaviour.

Positive reinforcement

As a staff we have reviewed and agreed that the following strategies will be used to positively reinforce good choices.

- Star of the week award



- Houses – each child from year 1 – 6 will be placed in to one of 4 houses
- House points - given to children showing one of the RESPECT characteristics set out below
- RESPECT certificate – each class awarded certificate to their team for the most RESPECT points which are tallied and displayed in the classroom
- The team with the most RESPECT points at the end of a half term will be awarded with an extra playtime
- Top Table - lunchtime staff will nominate a child from each class who have stuck to the Golden Rules at lunchtime to sit on the top table each week

As part of the positive reinforcement, each week we will hold a whole school achievement assembly and award certificates etc. in line with the above.

RESPECT

As a school we have recognised there are specific character skills which we want to promote as we believe they underpin our school's Golden Rules. These skills are;

Resilience, Empathy, Self awareness, Positivity, Excellence, Communication and Teamwork

These will be regularly shared with the children, celebrated in the achievement assembly through the awarding of certificates and children can be awarded RESPECT points where staff have seen them displayed. Each class will have its own RESPECT board to collect the tally of points awarded each week.

Inappropriate behaviour choices and consequences

At times, some children may not make the correct choices and therefore need to have consequences as a result of their actions. When discussing such situations with a child the behaviour and the child must always be separated. It is not the child that is naughty but the behaviour choices they have made that are wrong.

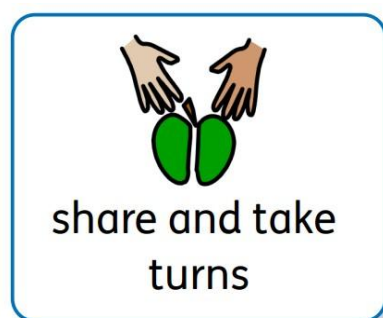
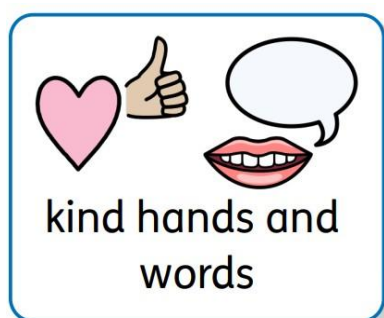
Examples of;		Action to be taken
Mild behaviour	<ul style="list-style-type: none"> • Lack of respect for property and our school environment • Running in school • Not sharing equipment • Shouting out • Talking when an adult talks • Not lining up 	<p>Verbal warning</p> <p>Staff to emphasise with children their expectations; referring to Golden Rules</p>
Moderate behaviour	<ul style="list-style-type: none"> • Annoying other children • Being ill mannered – interrupting • Defiance • Throwing objects • Taking equipment from other children • Swearing • Name calling 	<p>Staff to emphasise with children their expectations; referring to Golden Rules</p> <p>Staff to use playtime/lunchtime time out at their discretion</p> <p>If consistently making the wrong choices removal from lesson to Phase Leader's Classroom Staff to record incidents on CPOMS</p>

<p>Extreme Behaviour</p>	<ul style="list-style-type: none"> • Racial abuse • Theft • Arguing and shouting at adults • Vandalism • All forms of Bullying (Online, physical, emotional etc.) • Running out of bounds • Spitting at others • Physical harm to another child or adult 	<p>Playtime/lunchtime time out</p> <p>Reflection and Restorative Time to work through narrative incidents using the resources provided-these can be written reflections or children can represent thoughts with drawings or an adult can scribe</p> <p>Thrive sessions with Thrive Practitioners either on the same day or day after if appropriate, to work on restorative activities such as, <i>Shine a light</i>, or <i>Captain Thinking</i></p> <p>Parents informed of incident by teacher</p> <p>Headteacher to speak to parents/child if appropriate</p> <p>External agency involvement</p> <p>Consider possibility of SEN and IEP written and strategies implemented</p> <p>Staff to record incidents on CPOMS</p> <p><u>School use of suspension/exclusion</u></p> <p><i>Parents will be notified of the reason for any suspension/exclusion.</i></p> <p><i>Before the child is readmitted to school (following a fixed period suspension), a reintegration meeting between parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to mitigate any risk of a repetition of the offending behaviour pattern(s). A written record of the discussion, and commitments to the agreed plan, by the pupil, the parents and the school, will be made, and held on school record.</i></p> <p><i>Exclusion and suspensions sanctions will be aligned with statutory requirement and DfE guidance.</i></p>
--------------------------	--	--

These lists are not exhaustive but give a clear overview of the type of behaviour and expectations on how to be dealt with

If a child exhibits behaviours that are within the mild or moderate areas above then consideration may be given to them completing a reflection journal. This will be completed daily and used as a prompt to make the right choices and consider the impact of their choices. Please see [link](#)

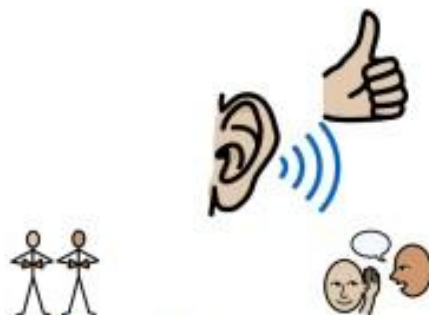
Lanyard signs for staff use





Appendix 2

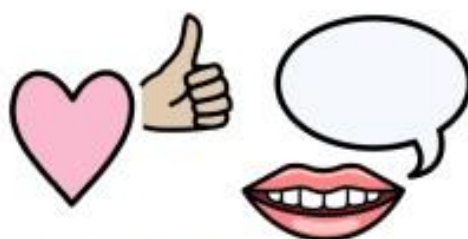
Golden Rules poster



We listen to others



We share and take turns



We use kind hands and words



We always try our best