

Behaviour Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Nursery (Mursley)

(In this policy known as the Three Schools)



This policy to be agreed by the Governing Body- **November 2016**

The policy is to be reviewed by - **November 2017**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office)

BEHAVIOUR POLICY FOR DRAYTON PARSLow VILLAGE,
MURSLEY CE AND SWANBOURNE CE SCHOOLS

"Our schools are at the heart of their village communities, providing happy safe and stimulating environments, rooted in Christian values. Working together with our parents, we nurture each child's potential and promote a lifelong love of learning. We encourage our children to become independent, self-motivated learners to enable them to grow in self-esteem, achieve success and flourish in the rapidly changing world. We strive for excellence and enjoyment in all that we do."

To achieve this, our children need to:

- develop self-discipline to ensure the physical safety of themselves and others
- behave in a way that enables everyone to use their time in school to maximum advantage;
- treat others with courtesy and consideration;
- respect and value the different strengths and abilities of others;
- accept that other people may have different customs, religious beliefs and lifestyles;
- respect the property of others and look after the school buildings and equipment to ensure a comfortable and safe environment.
- develop appropriate ways of working and learning - concentration, application to a task, independence, enquiring minds.

These values should be understood and shared by staff, parents and children.

They will be instilled by adult example, by discussing and explaining and by positive reinforcement of desirable behaviour and attitudes wherever possible. Children will also know that deviating from these standards of behaviour will not be allowed to pass unchecked.

Codes of conduct

Children will ensure the safety of all by:

- Aggressive or rough to others whether in anger or in play;
- Using equipment carefully and safely;
- Taking care in their use of toilets and personal hygiene;
- Not wearing jewellery or clothing or shoes which constitutes a safety hazard;
- Showing respect for the property of other children, the staff or the school.

To ensure a happy and tolerant school environment children will not be allowed to:

- Hurt others physically or mentally by bullying or name calling;
- Disrupt the class and prevent others from learning;
- Be untruthful, rude or use bad language.

Maintaining good behaviour

Positive reinforcement of good behaviour is the main means of achieving the schools aims.

This can be by a variety of means:

- Praise and encouragement
- Stickers and certificates
- Star of the week
- Raffle tickets (KS1) and house points (KS2)
- Informing parents or inviting them in to see work
- Presenting desirable behaviour and achievements as an example to others

Whilst recognising success and achievement, it is also important that effort and improvement, however small, is noticed and rewarded.

Class Rules

Foundation stage- At the start of the year a set of class rules are agreed with the children and then these are displayed in the classroom and signed by the children. To promote good behaviour, the staff use a visual stimulus. All children will start their day on a sun. If the children are not following their agreed classroom rules then their name is moved to the rainbow. If they persist in breaking the classroom rules their name will be moved to the cloud and up to 5 minutes will be lost. At the end of the day all children's names will go back on the sun for a new start the following day.

KS1 and KS2 - At the start of the year a set of class rules are agreed with the children and then these are displayed in the classroom and signed by the children. Any child not following a classroom rule will receive a verbal warning and if this rule is broken again they will have their name displayed on the board. If they continue to break the rule then they will lose up to 5 minutes of their break or lunch time if they are spoken to again. (See below for further details).

If a rule is not being followed by a child, **3 stages of behaviour management** are implemented;

- **Stage 1 (Verbal Warning)** - A child receives a verbal warning from an adult highlighting their behaviour and ensures the child aware that this is a warning rule and stating that this is a warning.
- **Stage 2 (Visual Warning)** - If a child's behaviour persists, their name is written on the whiteboard to visually reminded them they have been warned over their behaviour choices.
- **Stage 3 (Verbal Sanction)** - If the behaviour persists, a tick is put next to the child's name on the whiteboard and it is explained to the child they will be missing 5 minutes off their next playtime and meet a member of staff in a designated classroom to have a 'Timeout session'.

If this sanction is given during the afternoon session then the child will lose 5 minutes the following day. Information surrounding 'Timeout sessions' are recorded in a school behaviour book and shared with members of staff teaching that class/pupil.

All children given a 'Timeout' will receive a ticket. School staff (on a rota) will be responsible for managing these children at playtime. Children will make their way to that teacher's classroom and hand over the ticket. Children will spend their 5 minutes 'Timeout' thinking about what they have done/rule broken and complete a **5 'W' sheet**.

What? Why? When? Where? Who?

If a child misses 3 playtimes in the same week, then they forfeit their Fab Friday session for that week. Prior to this happening the parents will be contacted to discuss their child's behaviour.

These sanctions need to be issued with discretion. A separate classroom behaviour chart can be devised and used with children who have behavioural issues/concerns.

Sanctions

In the case of persistent or serious bad behaviour, parents will be informed. The school will draw up a joint plan of action with the parents deciding long term aims as well as more immediate targets for the child to achieve. Weekly or daily reports between teacher and parent will emphasise the positive attempts by the child with praise and rewards for improvement and progress. Action plans may include report cards, reward charts, separate play and lunchtimes.

Children who have not completed work in lesson time may be kept in at playtime or lunchtime to complete their work.

Inclusion (see Equal Opportunities Policy)

All children have the right to an educational environment where they feel safe and which is free from harassment and bullying. The school will view seriously any unkind behaviour or language that is based on the race, religion, physical or intellectual ability or family background of another child. Adults will be alert to the ways in which children behave towards each other. Any concerns will be discussed with all other adults who work with the children concerned and the situation monitored closely. (See Anti-Bullying Policy)

External Agencies

In extreme cases, where all the usual means have failed to help a child, there are other agencies that can be involved - the County Psychological Service, Educational Welfare Service and Social Services - following procedures laid down by the Buckinghamshire L.A. If improvements in behaviour still are made exclusion may be implemented.

Monitoring and review

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Policy agreed by governing body - **November 2016**

Policy to be reviewed - **November 2017**

Chair of governors (Swanbourne)

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Chair of governors (Mursley and Drayton Parslow)

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Head teacher

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