

# UNITED SCHOOLS FEDERATION

**St. Michael's C. of E. Nursery & Primary School**  
**St. Catherine's C. of E. VA Nursery and Primary School**  
**St. Mary's C. of E. VA Primary School**  
**Marldon C. of E. VA Primary School**



## Behaviour Policy

Our behaviour system is based on positive reinforcement and has been shown to have had a significant impact on improving behaviour

### The aims of the policy are to:

Ensure a consistent approach to dealing with behaviour of all children during the school day by all adults.

Provide a caring and supportive environment, that gives children the right to learn and teachers the right to teach.

Promote positive behaviours as a model for all behaviours.

Help develop independence by ensuring that children are responsible for their own actions.

Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within society.

### How can this be achieved?

Children need reasons to behave. As such, positive reinforcement will be used at every opportunity to reinforce good behaviour through the use of praise and the award of house points. The school will ensure that the curriculum is motivating and engaging and children's learning needs will be well matched by good quality teaching that further helps to inspire.

Activities and equipment will be provided to help ensure break and lunchtimes are interesting and enjoyable.

All staff and visitors are expected to be positive with children and have high and consistent expectations.

### *Class Expectations*

All classes will collectively agree to a set of class expectations that **will be** displayed prominently. These should promote positive behaviours and should be reviewed on a regular basis.

### *Positive Reinforcement of Behaviour*

#### *Houses*

Each class will be divided into four houses.

#### House Points /Smiley Faces

Verbal praise **must** be used to reward good behaviour frequently. Bad behaviour should not be reinforced except through the use of sad faces (see below).

Children should be awarded house points /smiley faces for good work, good behaviour and for acting as good role models to others. For excellence, up to ten house points can be awarded.

#### *Individual Recognition*

Points should be recorded on the school's recording sheet. Each hundred points can be exchanged for one sticker. Stickers must be recorded on recording sheets and displayed on the wall. When ten stickers have been achieved an award will be given in assembly in recognition of this.

#### Achievement badges:

- Bronze - 1000 house points
- Silver - 2000 house points
- Gold - 3000 house points
- Green - 4000 house points
- Orange - 5000 house points
- Yellow - 6000 house points
- Red - 7000 house points
- Blue - 8000 house points
- White Bling - 9000 house points

Black Bling - 10000 house points

As children progress up through the achievement badges, they will be expected to act as role models for other children and be rewarded with additional privileges (for example, going in first, in badge order, at break times and being able to choose friends to go with them).

### *Collective recognition*

At the end of each week, the points for each house will be totalled and transferred to an overview sheet. The ongoing totals will be read out in a weekly assembly. At the end of each half term, the house with the most points will receive a collective reward. This will include extra playtime and a non-school uniform day.

Play leaders and support staff may also award points using the smiley face slips.

### Sanctions

The consequences of breaking school expectations must be made explicit to all children. At lunchtimes Meal Time Assistants may give sad faces using the lunchtime slips. These will be handed by the MTA to the duty teacher at the end of lunch.

In most cases, the behaviour system will operate from 12.00 to 12.00, however in the case of younger or more disruptive pupils, shorter sessions should be used.

The following system applies to a child that breaks the rules.

On the **first occasion** the child's initials will be written on the board. This represents a warning and no action will be taken.

On the **second occasion** a sad face will be recorded next to the child's initials and as a consequence they will miss five minutes of their lunch break. This time will be spent reflecting on their behaviour.

On the **third occasion** two sad faces will be given and the child will spend ten minutes of their lunch break reflecting on their behaviour.

On the **fourth occasion** - three sad faces will be given and the child will be removed from the classroom and taken by an adult to another link classroom with appropriate work. The child should not interact with the other children for the remainder of the lesson for a minimum of fifteen minutes in Key Stage One and 30 minutes in Key Stage Two.

### *Class swapping arrangements*

Foundation Stage ⇒ Team Leader

Year One /Two⇒ Team Leader

Year Three/Four⇒ Team Leader

Year Five/Six ⇒ Team Leader

In **addition** to the class swap, a child will then go to the Head of School's office to explain their behaviour and to spend 15 minutes reflecting.

On the **fifth occasion** a child misbehaves (either having returned to the classroom or while on class swap) - four sad faces will be given and the child will be sent to the Head of School or senior member of staff in his absence. A suitable sanction will be agreed and instigated which may include the loss of any privileges.

Incidents of children receiving three or four sad faces will be tracked by the Head of School.

In the case of concerning behaviour staff will contact parents/carers and aim to work in partnership to attain a positive outcome. This may involve help from the School Counsellor who may be able to provide support with behaviour at home.

### *Repeat offences*

Should a child receive three or four sad faces on regular occasions the child's parents/carers will be contacted and invited in to discuss the problem along with the child, class teacher and possibly School Counsellor. A behaviour plan will be devised and agreed by all parties.

In the case of physical, verbal or racial assault the child must be sent directly to the Head of School and appropriate action will be taken in consultation with the class teacher. Reference will be made to the Race Equality Policy and Procedures for reporting racial incidents.

In the case of allegations made against members of staff. All allegations against staff will be handled in line with the agreed school policies. In the case of malicious or frequent and unsubstantiated allegations against staff the Head of School will, in consultation with the Chair of Governors and other agencies, take appropriate action.

### Exclusions

Internal exclusions between year groups for either a half or a whole day are preferable for most behaviour problems where the normal sanctions are not effective. This will be as a consequence of a child receiving 3 or 4 sad faces on a regular basis and so this assumes that the sanction is having little impact.

The Governors/staff do not consider exclusions from school as being in the best interests of the child and therefore sending children home will only be considered in very exceptional circumstances.

The Governors of the USF have agreed that in most cases, if an exclusion from school becomes necessary that this will, in the first instance, occur between schools as an alternative to sending a child home. This course of action will be taken in partnership with parents and should children need transporting between sites this will be by school minibus with a chaperone. The exception to this is at St Mary's due to the travelling distance.

### **Notes:**

**Work must never be given as a punishment.**

Smiley faces or house point cannot be removed when given and sad faces cannot be negotiated away.