



SHIRE OAK

C of E (VC) Primary School

Rooted in the community – growing for the future

Behaviour Policy

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Shire Oak Social responsibility and behaviour Values

- We expect high standards of behaviour from all members of the school community.
- Children develop an understanding of right and wrong.
- Children are supported to play an active part in the life of the school.
- Children develop the knowledge and skills to make positive life choices.
- Through sharing and celebrating different faiths, children develop an awareness of the role of spirituality in everyday life.

Our School Rules

At Shire Oak Primary School we have two school rules. They are:

Be Kind. Be Safe.

General Principles of how we model good behaviour and respect

Do	Don't
<ul style="list-style-type: none">• Be positive• Keep calm• Be consistent and fair• Show children you are listening to them• Make clear your expectations• Explain sanctions• Provide opportunities for children to make things right• Lead by example• Invest time and effort into building good relationships with children• Inform relevant colleagues	<ul style="list-style-type: none">• Humiliate• Overreact• Punish all for the behaviour of one• Break your own rules (e.g. chatting in assembly)

Managing Behaviour In classrooms

All adults will:

- Make clear their expectations and class rules with the children and display these in the classroom.
- Reward children who behave well by smiling, praising them and giving out house team points or other rewards such as stickers or superstar certificates.
- Challenge unacceptable behaviour giving warnings of what sanctions could happen if their behaviour does not improve and a chance to redeem themselves.
- Carry out sanctions such as; being the last out to play, making up wasted time at the beginning of break time, going to work in another lesson, having less choice about how they learn.
- Record ongoing issues in the class behaviour file
- Record serious incidents on an Incident Record sheet and pass onto the Headteacher or Deputy Headteacher.

Behaviour in assemblies

All adults will

- Model the behaviour we expect from the pupils

- Ensure that children have a settled start to assembly and wait at least until the person leading the assembly is ready.
- Ensure there is a suitable number of staff to supervise children, with a larger ratio for children who require support and at the beginning of the year.
- Quietly and using non-verbal gestures where appropriate remind children to sit smartly and respectfully engage, enabling the person leading the assembly to continue uninterrupted.
- Support and train the Y6 role models in how to facilitate good behaviour
- Keep children behind at the end of assemblies to practise good sitting and listening skills if needed.

Behaviour in and around school

All adults will

- Think carefully about where adults are positioned to make sure a line of children is quiet.
- Encourage children to walk in the corridors quietly and hold doors open for one another.
- Challenge children who are running or being noisy in corridors, asking them to go back and walk again if necessary.
- Challenge children who are in the corridors during lesson time to find out what they are doing and if they need help.

Behaviour at break times

All adults will

- Carry out playground duties as outlined on the playground rota, ensuring that they are on the playground promptly.
- Position themselves carefully in the playground so that children are appropriately supervised
- Ensure that cover is arranged if an adult is going to miss their playground duty for any reason.
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the two school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour.
- Help children to resolve conflicts.

Behaviour in the lunch hour

All adults will

- Encourage children to be calm and quiet in the lunch hall
- Plan lunchtime routines to avoid large numbers of children waiting in the lunch hall
- Organise games and activities to engage children during the lunch hour
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the two school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour.
- Report serious incidents to the Lead Lunchtime supervisor
- Give out lunchtime lottery tickets in a fair and consistent manner to reward children for good behaviour.

Children's role

We teach children how to behave well and encourage and praise them when they do this. We teach children the difference between poor behaviour and bullying and how to tell if they are worried about the way that someone is behaving. All children are encouraged to use a 'strong voice' to get help if they or anyone else needs help.

To support good behaviour at school children may take on the following roles:

Peer mediators – trained by Mrs Whitehead, these children help mediate disagreements between children and facilitate the playing of games

Y6 Assembly Role Models – these children sit on benches around the outside of the hall and quietly encourage and remind children about good behaviour.

Y6 Reception buddies – these children are paired up with a Reception child during the Autumn Term. They support children in the dining hall and help them to make friends and play games in the playground.

Recording serious or ongoing issues

Teachers will record behaviour incidents in their class behaviour files. These files will be checked at least fortnightly by the Deputy Headteacher or Learning Mentor and any ongoing issues followed up. Any more serious (physically violent, racist, homophobic or bullying) incidents will be recorded on an 'Incident Record sheet' (see appendix 2) which will be reviewed by the Headteacher or Deputy Headteacher and kept on record.

Working with parents

If children are demonstrating behaviour that is not consistent with our aims and values or they are finding it difficult to remember the school rules, it is important that parents know at the earliest opportunity.

Teachers may:

- Phone home to speak to parents or carers
- Catch the parents or carers for an informal chat at the end of the day
- Arrange a meeting with the Learning mentor, Headteacher or Deputy Headteacher
- Create a behaviour chart to be used at school and/or home
- Make a referral to an external agency for help and support (this will be discussed with parents before hand)

We will follow up issues reported by parents and let them know the outcomes wherever appropriate.

Appendix 1 – Lunchtime Lottery Strategy

- Lunchtime supervisors award Lunchtime Lottery (raffle) tickets to children who are being kind, helpful, and polite, playing nicely, and generally behaving in a way consistent with the school aims and values.
- When back in class, children write their name on the reverse of the lottery ticket and put it in the Lunchtime Lottery box.
- Each class takes their Lunchtime Lottery box to Celebration Assembly on Wednesday and the person leading assembly will choose children to help pick one ticket out of each class' box.
- Winners from Reception, Year 1 and Year 2 each choose one friend (who has also been behaving well) from their class to accompany them to Headteacher's lunch. They are given permission to jump to the front of the lunch queue; they sit at a table with a candle and table cloth and chat to the Headteacher. At the end of the meal they are allowed to choose a healthy treat to eat there or take home as a snack.
- Winners from Years 3, 4, 5 and 6 are collected from class by the Headteacher and meet together to share a healthy snack and chat.

Appendix 2 – Incident Record Sheet

INCIDENT RECORD SHEET

Name of child/ children	Date	Time	Name of victim (if applicable)	Other witnesses/ bystanders	Action Taken so far	Person completing this form

Brief Description of Incident

In your opinion, could this be classed as bullying behaviour? YES / NO / DON'T KNOW

What action has been taken or is going to be taken to address this? E.g. mediation between parties, writing a reflection, making an apology, sanction (e.g. loss of privileges or free time), talk to parents, referral to Learning Mentor, etc.
Feedback given (✓) to vict <input type="checkbox"/> to parent <input type="checkbox"/> to parents of vic <input type="checkbox"/> to class teache <input type="checkbox"/>

Do any of these apply to this child?

- SEN (None / School Action / School Action + / Statement)
- Looked After Child (Yes / No)
- Gifted and Talented (subject)
- EAL (Yes/ No)

Monitoring date(s)

If this is a racist incident, has it been reported to the Headteacher as such? Yes/ NO

Please consider whether you might need to complete a Cause for Concern form to highlight potential Child Protection or Safeguarding issues.

Appendix 3 – Suggested rewards and sanctions

Incident Follow-Up Actions

Suggested Actions to be taken after an incident has been recorded in the behaviour file.

- Child is moved to work in another part of the classroom
- Child is moved to work in another classroom
- Child loses some of their golden time
- Child loses some of their break time or lunchtime
- Meet with child at the end of session to discuss their behaviour / ask them to tell you what they need in order to behave more appropriately.
- Child is given a restorative action to complete e.g. fixing broken property / redoing a piece of work
- Restorative circle time takes place (whole class or small group)
- Child writes a letter of apology / draws picture showing a positive action they are going to do
- Child is referred to the learning mentor for support
- Child has their choices limited
- Speak to the child's parent / give warning that this may be an action if poor behaviour continues
- Meet with SENCo to devise an IBP (Individual Behaviour Plan)
- Devise an individual behaviour record card for the child e.g. home/school chart
- Child is sent to see the Headteacher / Deputy Headteacher

*****Remember that you should be working to a ratio of 4 positive behaviour strategies to every 1 sanction you give *****

Don't forget to show children that you know when they are doing the right thing by...

- ✚ Smiling at them!
- ✚ Use praise and give recognition for good behaviour
- ✚ Reward charts / systems
- ✚ Give recognition for achieving IBP targets
- ✚ Stickers
- ✚ Making your high expectations clear and explaining why certain behaviours are necessary
- ✚ Planning engaging and appropriately challenging activities

I'm a Superstar!



because _____

Signed.....

Date.....



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Appendix 5 – Behaviour Reflection Sheets

Reflection and Calm Down

What I am/ was upset about

What choices did I make that made things worse?

What did I do or say that would hurt someone else? (This includes hurting feelings)

How am I going to put this right?



What I did...

How my behaviour affected other people...

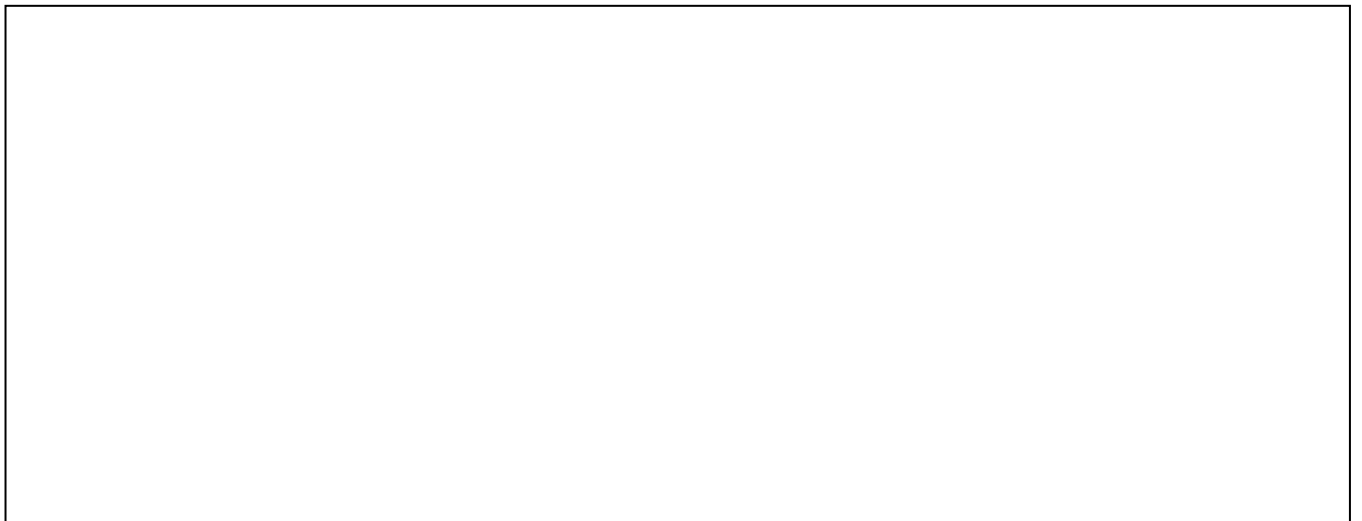
What I can do to improve...

Who I need to say sorry to...

What I did wrong

A large, empty rectangular box with a thin black border, intended for writing a response to the question 'What I did wrong'.

How things could be better

A large, empty rectangular box with a thin black border, intended for writing a response to the question 'How things could be better'.

In your opinion, what happened?

What choices did you make that made things worse?

What could you have done instead?

How can we move forwards now and make things better?