

Fishergate Primary School
Behaviour Policy



Aims:

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive, caring attitudes towards everyone where achievement at all levels is acknowledged and valued
- To make boundaries of acceptable behaviour clear to ensure safety
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school
- To encourage parental involvement through positive partnership.

Children's responsibilities are:

- To follow the school's Golden Rules, which have been developed by the children and are regularly discussed, especially at the start of each term.

OUR GOLDEN RULES

- **We are polite and friendly to others.**
- **We show consideration and respect to others in school at all times.**
- **We always work hard in our lessons.**
- **We take responsibility for our own behaviour.**
- **We look after the school building and equipment and are respectful of other people's property.**
- **We always do what we are asked by an adult in school.**

Staff responsibilities are:

- To be a good role model
- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To speak to children in an age appropriate way
- To ensure that all children are clear about behaviour expectations; in all areas of the school as well as the playground
- To provide a challenging, interesting and relevant curriculum
- To create an environment in which children feel safe
- To use rules and sanctions clearly and consistently, without exception or lots of discussion
- To form a positive relationship with parents so that children can see that key adults in their lives share a common aim

Parents' responsibilities are:

- To be aware of the school rules and expectations
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy

Strategies for Encouraging Good Behaviour

- Looking for opportunities to 'catch them being good'
- Raising self-esteem through Circle Time activities
- Giving pupils opportunities to carry out responsibilities
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices and strategies wherever possible. e.g., count to 10, look away from the person, walk away, tell the teacher
- Listening to children and communicating that you have heard what they have said
- Ensuring that 'feelings' are part of the curriculum
- Giving positive feedback to parents
- Peer mediation
- Privilege cards

Recognitions and Rewards

- **Immediate** and **regular** recognitions and rewards – verbal praise, stickers, Headteacher awards, class targets and rewards, Golden Time/choosing time, end of term certificates and letters, mentions in Friday assemblies, comments in planners
- Catch them being good
- Kindness awards
- Pin race
- Praise good behaviour both publicly and privately, as appropriate
- Use of positive examples to draw all children into appropriate behaviours
- Sharing with others (staff and the Headteacher) their good work/behaviour
- Positive feedback to parents

Strategies for Dealing with an Incident

- Wait until all parties have had time to calm down
- Each child has a turn to explain **what** has happened and how they **feel**
- The other pupil/s listens with **no** interruptions
- Key pupils must identify the 'trigger' for the conflict and discuss how the situation could have been avoided
- Apologies are made
- Sanction/s are decided after the pupil/s are told that they must take responsibility for their actions
- Ensure that all parties feel that the situation has been handled fairly
- Make clear to pupils that it is their **behaviour** that is disliked, and not the individual
- Make sure that this process is clear but not time consuming – if you know what happened, don't spend time going through it!

Good to be Green: Managing behaviour in class

Features of the system:

- Everyone starts the day "green"
- For those with more challenging behaviour issues, afternoon school brings a second opportunity to begin at green
- Every child's card is displayed in the classroom
- **Stage 1: Give a verbal warning for any misbehaviour**
- **Stage 2: If a warning is ignored – display an orange card. An orange card results in five minutes missed playtime and five minutes taken from in-class reward time. An orange card still gives the chance to earn back to green with good behaviour**

- **Stage 3: If the inappropriate behaviour continues, or for more serious behaviour, a red card is placed in the pocket. The pupil will then be taken to an agreed class, or visit Mrs. Clarke if the behaviour is serious. They will also miss the next playtime and use this to catch up work missed, as well as a further five minutes of reward time. Children cannot earn back a green card once a red card has been given**
- The whole class works towards an agreed reward
- A class can choose a green “King” or Queen” each week to encourage and motivate those who are always well-behaved
- A privilege purple card brings extra rewards, agreed within each class
- White “Zero Tolerance” cards will be given immediately for more extreme behaviours such as deliberate physical violence/hurting, swearing, spitting, deliberate disrespectful behaviour, defiance or rudeness
- Parent contact will be an immediate consequence of receiving a “Zero Tolerance” card and parents will be asked to come in to speak with the Head
- A specific programme will be set up for any child who repeatedly receives a Zero Tolerance Card. It is expected that these children will be very few in number
- On rare occasions, if a child is not responding positively to the issuing of Zero Tolerance Cards, a formal internal or external exclusion will result.

Lunchtime

Lunchtime staff are fully involved: the same system is used.

- Cards are issued to each MSA and passed on to class teacher at 1pm
- Consequences for a red card are 5 minutes with that MSA on the playground or time by the fence.
- More serious behaviour may result in minutes missed off the following playtime
- Serious incidents are written in the Record book which teachers will see at 1 pm. At other times it will be kept in the School Office

Signed By: _____ (Chair of Governors)

September 2015

To be reviewed: Sept 2017

