



Carlton Miniott C.P. School

Behaviour Policy

Rationale

The behaviour of pupils in a school is influenced by almost every aspect of the way it is run and how it relates to the community it serves. To maintain a well ordered school we have devised a policy which relates to all aspects of school life. Our main focus is on the promotion of positive discipline but we have also agreed measures to be taken when breaches of discipline do occur.

Aims and Objectives

To ensure that children show respect for each other and their property, the staff and the school environment
To create a safe, happy and productive working atmosphere,
To provide a common 'code of conduct' which is clearly understood by staff, children, parents/guardians and visitors.
To provide opportunities to communicate with parents/guardians on a regular basis.
To support children who may find it difficult to follow the 'code of conduct'.
To support staff who may experience difficulties with particular children or groups of children.
To provide a system of rewards and sanctions.

The four Rs

Our discipline policy is based on the 4Rs, Rights, Rules, Routines and Responsibilities.

Rights

These rights have been written by our school Council

Everyone a Carlton Miniott Primary School has the right to

Learn

Listen and be listened to

Be encouraged

Be safe

Be happy

Be treated fairly

Be helped

Play

Privacy

Rules

Our school rules are

Always do your best

Follow routines and instructions

Be polite and well mannered to everyone in school

Respect others personal space

Care for your environment and school property

Routines

Our whole school routines are

Beginning of school – EYFS – Children all meet on the front yard from 8:45am. At 8:50am children are brought into school by their class teacher, until the summer term when they will stay on the yard with KS1 until 8:55am.

KS1 – Children all meet on the front yard from 8:45am. At 8:50am a teacher comes on duty and supervises. At 8:55am the children are brought into school by a member of staff.

KS2 - Staff are on duty at 8.45. At 8.55 one whistle is blown, all children stand still. When the second whistle is blown children walk to their lines. Staff come outside and collect their class.

End of playtimes – F/KS1- One, whistle is blown all children stand still. When the second whistle is blown children line up and the teacher sends each class in.

KS2 – One whistle is blown, all children stand still. When the second whistle is blown children line up, staff then come outside and collect their class.

Field – When children are on the field one whistle is blown and the children stand still. When a second whistle is blown the children line up in their classes and staff come outside to collect them.

Lunchtime - Children wash hands. Children then go to the dinner hall, packed lunch room or out onto the yard. Once children have finished their dinner they will wait until the MSA says they may go.

At the end of lunchtime one bell is rung and the children stand still. When the second bell is rung the children will line up. Teachers then will collect their class.

Moving around school - Children will walk around school. They will hold open doors for both adults and children and say thank you.

Assembly time – Children walk into the hall in silence and stand in their set places. They wait for their teacher to tell them to sit down. After assembly they stand and walk out in silence.

End of the school day – Foundation parents come and collect their children from the classroom at 3.15.

Y1/Y2 – At 3.25 staff allow the children to go if they can see the person who is picking them up.

KS2 – Pupils are dismissed from their class at 3.30.

Sandhutton Bus – Children meet in main entrance. The member of staff on duty ticks off those present in the Bus register. They walk to the bus. The member of staff ensures the children have their seatbelts fastened..

Ticket Bus – All children on the Ticket Bus will be given a bus band at the start of the day by their teacher. At the end of the day these children will meet in the hall and are escorted onto the bus by a member of staff who will collect the bands and check seatbelts are fastened. Teachers will set their own in class routines.

Younger Pupils attending the Learning Tree Nursery will be collected by Nursery staff. Those attending other Nurseries will wait in the main entrance to be collected.

Responsibilities

Those responsible for upholding our rights, rules and routines are staff and pupils.

Promoting Good Behaviour – Positive Consequences

The main aim of our policy is to reward positive behaviour. This is done in the following ways.

Whole Class – Class teachers will have their own positive class rewards to encourage good behaviour from the whole class or individual tables.

Individual – Individuals are rewarded for good behaviour or good work by being allowed to fill in a square on their classes Golden Grid. When the grid is full a co-ordinate will be chosen and a reward given.

Gotchas are rewarded to children around school for polite and helpful behaviour. During Monday assembly the gotchas are drawn and a child from each class receives a prize.

Within classes teachers may also organise their own reward systems such as the use of stickers and certificates, table points and competitions etc.

Teachers send children to the head teacher with good work to receive a special sticker.

Parents will be informed of good behaviour through happy notes and certificates.

A 'Golden Letter' is sent by post to one pupil each week to reward effort and achievement (classes on a rota basis)

Good behaviour at lunchtime may be noted in the Lunchtime Book by midday supervisors.

Three pupils are selected by MSAs to sit on a special table each Friday and they can each choose a friend to sit with them.

Teachers will write the names of chosen pupils in the F/KS1 and KS2 Achievement Books. These will be placed on display in the entrance hall and read out during a Thursday assembly.

Through the curriculum

There are opportunities in many areas of the curriculum and in assemblies to discuss issues relating to behaviour and to promote aspects of good behaviour such as co-operation, decision-making and caring for others. Story and drama are particularly good areas to develop the notions of right and wrong and how to make choices.

Discouraging Misbehaviour – Negative Consequences

As a school we have a series of consequences that apply when rules are broken. The aim of this is be able to apply them to children with limited verbal interaction and therefore limited disruption to lessons. They are as follows.

1st behavioural incident – Verbal warning

2nd behavioural incident – Warning card

3rd behavioural incident – Yellow card – isolation within the class

4th behavioural incident – Red card – Sent to Mrs Amesbury. Teacher contacts parents

5th Behavioural incident - Headteacher

The warning system may be adapted slightly by the class teacher to accommodate differing class needs, for example children may lose some break time or class points time if they have been on the warning board.

Incidences of Red cards will be tracked by the Deputy Headteacher which may lead to further strategies being introduced. The negative consequences will begin again each day or half day in the case of foundation.

Fighting or physical attack on staff

Children involved in this will go straight to stage 4.

Damage to property

Pupils or their parents will be expected to make good any damage arising from misbehaviour. This may involve the cost of repairs.

Lunchtimes and Playtimes

If there is a serious incident at playtimes another member of staff will be called on to assist.

If there is a serious incident at lunchtime one MSA will come and find a member of the school leadership team or the class teacher.

Informing Parents/Carers

Parents will be informed if their child has received three red cards in one week or if a child has been injured as a result of their child's actions. They will then be invited to discuss the situation with the class teacher /Headteacher. Class teachers will contact parent/carers at any stage if deemed appropriate.

Continuing misbehaviour

Those that continually reach stage 4 will be discussed by the Headteacher and Deputy. If appropriate a behaviour plan will be drawn up with parents and child.

Referral to outside agencies

If a school based behaviour programme does not prove successful, advice will be sought from the appropriate EMS.

Exclusion from school

In extreme cases it may be necessary to exclude a pupil from school. It is likely that this would initially be for a short fixed term period. Where incidents of unacceptable behaviour continue to occur, the length of the fixed term exclusion will be extended. Ultimately, a child may be permanently excluded from the school. The school will comply with the LEA guidance on exclusion.

Staff Responsible

Classroom teachers are responsible for the pastoral care and behaviour of children in their charge, but it is expected that all staff be alert to both good and inappropriate behaviour around school generally.

(This policy is available in other formats)

This policy was reviewed November 2016