We have agreed a behaviour policy which will support good behaviour throughout the school. We aim to encourage self-discipline and reward good behaviour and effort. Parental support and guidance from outside agencies will be crucial to the success of our policy. We believe in establishing good habits early - regular punctual attendance and good behaviour from the start. Prompt intervention is essential to demonstrate that poor behaviour will not be tolerated.

We believe that school uniform encourages a sense of belonging to our school, its values and promotes good behaviour. We want our children to be proud and to be recognised as a member of Shirley Warren Primary and Nursery School. We hold a commitment to Equal Opportunities.

Golden Rules of the school

- Listen and try to follow instructions.
- Keep each other safe. Be kind.
- Walk quietly within the building.
- Take care of equipment and use it properly.

All systems within the school have been produced so that the average developmental stage of the children has been taken into account.

The Peg Chart System, a visual record of rewards and sanctions, is used in Reception and KS1. In KS2 a strike system informs and records inappropriate behaviour and each teacher has their own reward system for individuals and the class as a whole.

Rewards and Sanctions

**Nursery**

In the Nursery children are rewarded for good behaviour and effort by:

- Praise and encouragement by adults
- Stickers
- Certificates
- Discussion with parents

Children's inappropriate behaviour will be checked by the use of:

- Individual discussion which draws attention to the inappropriate behaviour
- Time to think
- Discussion with parents
- For severe difficulties a behaviour programme will be agreed with parents and a behaviour log will be kept and discussed with parents on a daily basis. The Head Teacher and SENCO are fully informed and involved at this stage.
- Fixed term or permanent exclusion will only be considered in extreme cases where the health and safety of other children and adults are at stake. Advice will be sought from the LEA.
Reception and KS1
A Smiley Face System or Peg Chart System is used to reward good behaviour and to check poor behaviour.

The rewards chart is levelled as follows:
1) Well Done (peg put on chart)
2) For Me - child chooses a sticker (peg moves up)
3) For My Class - child allowed to add something to class reward e.g. marble in the jar. When full, class plans celebration of good behaviour. (peg moves up).
4) Head’s Special - visit to Head Teacher to receive congratulations and special Headteacher Award sticker.

The sanctions chart is levelled as follows and each time a peg goes up the child loses two minutes Golden Time. Golden Time takes place weekly and is an opportunity for the child to experience something special e.g. additional music, glitter pictures, play equipment etc.
A verbal warning is always given prior to a peg going up on the sanction chart for the first time. The teacher explains why the peg is going up and the behaviour which is expected.

The sanction chart is levelled as follows:
1) Warning - peg is moved onto chart.
2) Time To Think - child sits away from others with a three minute timer (peg is moved up).
3) Time Alone - child is removed from class and spends time alone with a TA and timer for three to five minutes. This is an opportunity for the child to calm down. The TA reminds the child that this is ‘thinking time’ and they will not be discussing the reasons for their behaviour at this stage.
4) Time Out - child goes to another class (peg moves up).
5) Visit Head - Head Teacher will consider the next steps for this child.

KS2
In KS2 the teachers negotiate appropriate reward systems with their class in order to give ownership for behaviour management to the more mature pupils.
Examples of class reward systems:
• Shiny Star Chart - in which pupils gain 3 positive ticks against their name and this is rewarded with a star, which counts towards whole class rewards.
• Table Points Chart - in which a table of children is awarded points throughout the week to earn a group/class reward.
• Stickers for individual achievement.

The Deputy keeps a weekly log of all strikes given and discusses inappropriate behaviour with individual pupils and staff. (See para * below)

Positive behaviour is further rewarded as follows:
• 5 weeks without a strike – certificate awarded in Friday Celebration Assembly
• 10 weeks without a strike – as above
• 15 weeks – as above
• 20 weeks – certificate awarded and a dip in the Treasure Chest in Friday Celebration Assembly

* If a child is behaving inappropriately and school or class rules are broken, the sanctions system is levelled as follows:
• Verbal warning of a strike if rules are broken
• First strike recorded on the class strike chart
• Second strike recorded on the strike chart
• Third strike is also recorded and the child has a 10-minute ‘Time-out’ in another class
• Fourth strike is recorded on the chart and the child will be sent to the Headteacher or Deputy for the rest of the session.
Behaviour Diaries and Individual Behaviour Plans (IBP)

Persistent poor behaviour for any child will result in parents being informed and the child being placed on a Behaviour Diary. This is completed by staff after each school session. At the end of the day it will be signed by the Head or Deputy and a photocopy sent home daily for the parents to read, sign and return. The teacher records positive as well as inappropriate behaviour in the diary and this is discussed with the child.

If the behaviour escalates the child may go onto an Individual Behaviour Plan (IBP). This process involves setting very small targets along with negotiated reward time. The IBP is monitored weekly by the SENCO and changed as targets are met. At this stage parents are often requested to agree with the school's wish to seek outside agency support and guidance. This may be in the form of referral to the Educational Psychologist, School Nurse, Social Services or Vermont Outreach Support service.

‘Extreme Intervention’

There may be an occasion when a child does something which is totally unacceptable. This must be recorded on a behaviour form called ‘Extreme Behaviour Intervention’. The child is sent directly to the Headteacher or Deputy for the following:

1. Unacceptable physical aggression  
2. Abusive language directed at any member of staff  
3. Causing deliberate physical damage  
4. Stealing  
5. Leaving the site

A child may not be permitted to attend a school visit where either a) the behaviour prior to the visit is deemed to be too inappropriate and possibly a danger to the health and safety of others or b) a previous visit has shown that the child’s behaviour is a potential risk to the health and safety of others. Parents are always informed by a letter or phone call.

Break and Lunchtime Rewards & Sanctions for TAs and MSAs.  
( Teaching Assistants and Midday Supervisory Assistants)

The Deputy and the Assistant Head will maintain the Staffroom Behaviour Log. This records any changes to where children may play at break or lunch. All staff should check for changes daily.

At lunch play MSAs can reward positive behaviour by giving a ticket to the child. This will be taken to class and feed into the individual/class reward system. The MSAs will collect the corresponding docket and keep them in class boxes. Once a term at an assembly, the MSAs will choose a winning name from each box and that child will have a dip in the Treasure Chest.

If a child is exhibiting aggressive or abusive behaviour at break or lunch play then they will be sent to the Head or Deputy immediately. An incident sheet is used at Break time and verbal reports from MSAs at lunch play. Pupils may be given a detention, directed to Quiet Club or Computer Club and this will be recorded on the Staffroom Behaviour Log.
**Playground Buddies**
Each class teacher (Y1-Y6) will nominate two children each week to be ‘Playground Buddies’. They will wear a yellow tabard and stay in their playground to assist with games and children who need support. They need to be by the ‘Buddy Stop’ in the playground and assist as required. They will receive a ‘Buddy Certificate’ for their efforts.

**Whole school reward systems**

- Each teacher will award two certificates for best effort of the week and these will be given out at the celebration assembly.
- End of term certificates will be given out in assembly, one for each of the following categories:
  - a) for consistently high standards of work throughout the term
  - b) consistently high standards of behaviour
  - c) improvement in standards of work
  - d) improvement in standards of behaviour
  - e) 100% attendance.
- Those children who have behaved well at break-times are eligible for the weekly Treasure Chest Draw which takes place in the celebration assembly.
- When a child produces a piece of work which is of exceptionally high quality for them, they are nominated by their class teacher to be entered into the Golden Book which is on display in the corridor outside the Head’s room. The child visits the Head and receives a sticker.
- MSAs nominate children each week for a certificate for good behaviour at lunchtimes. These are given out at the celebration assembly.
- MSAs will invite 8 children every Friday to sit at the ‘Top Table’ in both dining halls. This is to reward good behaviour and manners
- Hands of Friendship Awards are given by any adult who sees an act of friendship. For example, walking away from an argument.
- Birthdays are celebrated in the celebration assembly.
- All adults within the school verbally praise children when they witness good behaviour. Praise is often given with a sticker for encouragement.
- Highest attending class are eligible to invite their parents to celebration assembly.

**Permanent and Fixed Term Exclusions**
The school adheres to the current guidance on Social Inclusion. It is not the policy of the school to permanently exclude any child except for the most extreme and drastic breaches of behaviour.

Fixed Term exclusions will only be used as a last resort where either:

- a) every effort as set out above has been tried to assist the child to behave appropriately and has failed or
- b) allowing the child to remain in school would seriously harm the education or welfare of the pupil or of others in the school or
- c) a serious breach of discipline which constitutes a threat to people and property within the school.

**UNLESS THE EXCLUSION OCCURS THROUGH AN UNFORESEEN EMERGENCY BREACH OF BEHAVIOUR, parents will be informed in full at every stage of the child’s progress. Unless it is totally unavoidable, we do not wish exclusion to be a surprise to the parent or guardian.**
Supporting Good Behaviour
The following strategies are used throughout the school to promote good behaviour:

- All adults in school assist in the promotion of SEAL – the social and emotional aspects of learning. Each half term the 4 targets are shared with pupils and all staff and those pupils demonstrating these skills will be rewarded.
- Home/School/Child Agreements are signed when the child starts at our school and children are regularly reminded, via assemblies, of the Agreement and the Golden Rules.
- There is a full PSHE curriculum in place which includes Circle Time. PSHE and SEAL have been allotted a high priority status.
- At the end of break-time and lunchtime the children are escorted into school by duty TAs. At lunchtime the children are escorted to the dining halls.
- Children enter the assembly hall in silence and leave in an orderly fashion accompanied by their teachers. Whilst in assembly teachers check the behaviour of all children and not just those in their own class. Teachers model appropriate behaviour whilst in the assembly hall.
- During a wet break or lunchtime children adhere to their agreed class rules and are encouraged to play quiet games which do not involve scissors. DVDs are available.
- The Child Protection Liaison Officer is the Deputy.
- The School Nurse is always available for advice and will talk to both parents and children when required. She is in school every Thursday.
- After school clubs run throughout the year which give children the opportunity to succeed in a non academic setting, thus raising their self esteem.
- “Jobs” are given to certain children at certain times which help them to gain self-respect and avoid troublesome situations.
- If a child runs off site and cannot be found then the parents or carers will be informed. If the parent cannot be contacted then the police will be informed. It is at the Head Teacher’s discretion as to the amount of time that elapses between the child running away and notification of the police. It will depend upon the child’s age and the circumstances involved in the flight.
- Each class has been issued with a HELP card which should be sent to the office immediately, with a child, if a serious breach of behaviour has occurred. On receipt of the card, the Head or Senior Manager will know that their presence is required immediately.
- Quiet club is available at break-times for children who prefer to be inside in a quieter setting.

ADDITIONAL POLICIES
This policy and guidelines should be read in conjunction with our whole school policies for:

- Teaching and Learning
- Anti bullying
- Restraint
- Child Protection
- Special Educational Needs
- Attendance
- Personal, Social and Health Education
- Equal Opportunities