



BEHAVIOUR GUIDELINES:
COLEHILL FIRST SCHOOL

These are local procedures which operate at Colehill First School in conjunction with the overarching Wimborne Academy Trust Behaviour policy.

*Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC).
The contents of this policy are fully in keeping with this commitment.*

Through our School Charter, children at Colehill First School learn:

It is our right to....

- *be proud of our school and community
- *be treated with respect by everyone
- *be safe in school
- *have resources with which to play and learn
- *learn
- *have our say
- *share our successes

It is our responsibility to...

- *look after our school and community
- *treat everyone in school with the same respect
- *keep others safe in school
- *treat resources with care and respect
- *make good choices so that others can learn too
- *listen to others
- *allow others to share their successes too

The aims of our school with regard to pupil behaviour are to:

- Build up children's confidence and self-esteem
- Give the children opportunities to take responsibility
- Ensure that all adults working within the school provide a good role model for the children to follow
- Praise and reward good learning, attitudes and behaviour

All of the above are within the context of a curriculum that is engaging, appealing and seeks to make learning intrinsically rewarding for all of our children.

Rewards and sanctions:

What happens when learners make good choices

- Teachers give verbal praise
- Class claps / thumbs up
- Stickers or stars are awarded
- Special prizes are given by the class teacher or headteacher / deputy
- Your name goes into the 'Well done' book
- Marbles are put into in the class marble jar
- Extra playtime or Golden Time
- Table points
- Achievements are shared with another teacher or the Headteacher / Deputy
- 'Good News' letters are sent home
- Headteacher's award is given

What happens when learners make bad choices

- We remind them of what is expected, using our behaviour weather line
- Opportunity is given for children to improve their behaviour through making better choices
- On the behaviour weather line, they move from the sunshine towards the cloud or the rain
- They have 'time out' in their own class or in another class
- They lose playtime or Golden Time
- They go to see the Headteacher or Deputy Head.

Parents are informed when:

* there is a pattern of poor or declining behaviour over time;

*a child's behaviour appears very unusual, out of character or inexplicable;

*a single significant act of poor behaviour puts at risk the safety and well being of the child themselves, their peers and / or adults in the school.

Our aims will be achieved through:

- Teaching and praising positive **social skills**: honesty, kindness, politeness, co-operation
- Teaching children to be **self aware**, and praising them for this
- Rewarding **motivation**: praising effort as well as achievement
- Teaching children to **empathise** with others, and praising them for this
- Teaching children to **manage their feelings** effectively, again praising them appropriately.
- Celebrating good behaviour in the form of praise, badges, certificates, stars, etc. and publicly in assemblies
- Showing our trust in the children by giving them responsibility
- Involving parents at all stages of their child's personal and social development
- Using stories and role play to help children to recognise appropriate behaviour

- Using assemblies/R.E. to reinforce personal, social and emotional aspects of learning
- Making use of Circle Time, drama, P.E. and music to provide opportunities to express views and feelings
- Using all aspects of the PSHE and SEAL curriculum
- Providing emotional literacy support through targeted ELSA intervention
- Working with outside agencies, including Behaviour Support and CAMHS, to improve pupils' self esteem and behaviour.

Whole Class Procedures

Golden Time

This is privilege time in the last 45 minutes of Friday afternoons, during which children can have a choice of learning activity. If the class charter is broken through poor behavioural choices as detailed above,, this may result in loss of some Golden Time. Children will usually be given the opportunity to 'earn back' lost minutes and so ultimate loss of Golden Time reflects an unwillingness or inability to change behaviour and make more positive choices.

Class Teachers

Classroom practitioners will deal with behaviour issues as a matter of routine through all of the above procedures, making reference to the class charter. Should repetitive or serious misbehaviour occur which is having an effect on the education of other children the class teacher may focus attention on a smaller group of children, setting clear targets and expectations and making whatever in-class adjustments are necessary in the circumstances. Parents will usually be involved at this stage, as the final step of the above sanctions list will have been reached.

Procedures for Individuals

Should the behaviour of the child/ren in question not improve, the class teacher will consult further with SENCo / Headteacher and parents and work together on an Individual Behaviour Plan detailing targets agreed by the school, child and parents. Progress will be closely monitored by the SENCo and / or Headteacher as appropriate. Dialogue with parents will continue as necessary.

Lunchtime

All children are expected to behave in the same way at lunchtime as they do during the rest of the school day. LTSs apply the same expectations as all other members of staff. Our whole school charter and playground charters set out these expectations clearly in terms of children's rights and responsibilities. Should there be any incidents of poor behaviour, LTSs will report back to the class teacher in the first instance, unless there are exceptional circumstances when they may report directly to the Headteacher or Deputy.

Extra Curricular Clubs

All children are expected to behave in the same way during Clubs as they do during the rest of the school day. Adults running external clubs will apply the same expectations as all other members of staff. Should there be any incidents of poor behaviour, the adult/s in charge will report back to the Headteacher or Deputy. Parents will always be informed if there is a problem. Clubs are a privilege, not a right, and in exceptional circumstances children may be asked to leave either temporarily or permanently.

Home School Agreement

The pupil, parents and teacher sign a Home School Agreement setting out our mutual responsibilities to one another. The school will advise parents of any significant behavioural incidents involving their child, including if appropriate, the use of reasonable force (see Trust policy).

Exclusion

The school is committed to meeting the needs of all children, including those with SEN, and this includes children who may have behavioural needs. The school will work closely with outside agencies to secure best practice.

If, despite the school's best efforts, there are serious behavioural issues which continually and substantially jeopardise the health, safety well-being or education of other children in the school, the only remaining course of action may be a fixed term or ultimately a permanent exclusion. In these cases, all due procedures will be strictly followed in line with the Trust Policy.

Complaints

- Any complaints about the application of this policy will be addressed in accordance with the school's General Complaints Policy.
- Any complaints about staff conduct will be addressed in accordance with the school's Policy on Dealing with Allegations Against Staff'.

Signed:

Position: Chair of Local Governing Body

Date of review: 8th November 2016

Date for next review: Autumn Term 2019