

SHEERHATCH PRIMARY SCHOOL

BEHAVIOUR POLICY

The purpose of this policy is to define the expectations we have of children's behaviour in school; to promote and support a calm and ordered environment for all the children to thrive happily, and to enable them to learn and grow in an atmosphere that nurtures and protects but also strengthens and builds resilience.

We have high expectations of our children and will encourage and empower them to make positive choices about their behaviour.

Expectations are explicit in our 'Sheerhatch' values acrostic and will underpin the behaviour of all staff and pupils:

Safe

Honest

Enthusiastic

Encouraging

Respectful

Hard-working

Ambitious

Tolerant

Caring

Happy

These expectations will be displayed in all parts of the school and will be referred to; and be part of our regular conversations. They will be reinforced in explicit learning activities and assemblies.

REWARDS

Positive demonstration of these values will be rewarded in a variety of ways as appropriate.

These may include:

- Praise given
- Stickers (including head-teacher awards)
- House points
- Green cards (worth 3 housepoints)
- Weekly certificates of achievement
- Golden time/treats

Green cards can be given for exceptional work, outstanding behaviour or contribution and for staying 'green' all week – see below

House points will be totalled weekly and the winning house recognised in Friday assembly.

'Star of the Week' certificates for one child in each class will also be presented in Friday assemblies and will recognise demonstration of one of the Sheerhatch values.

SANCTIONS

Low level disruption :

If behaviour fails to meet expectations, a verbal warning will be given in the first instance. (Sheerhatch values will be referred to where appropriate eg. 'You are not being Respectful'). Further incidents or continued disruption will lead to a visual warning eg. name on board and the next step will be a yellow card given. The yellow card will be physically handed to the child with their name and date recorded on it and a yellow card will also be placed against their name on the 'Good to be Green' chart.

A yellow card will entail 5 to 15 minutes time out (at the classteacher's discretion) from an activity in class or during breaktime. If the yellow card is given by a member of support staff, the child should report with it to their classteacher.

Yellow cards will be placed out of sight at the end of the day, but remain in the chart until the end of the week.

Green cards will be issued on a Friday afternoon to all children who have remained green for the week. The chart will then start fresh every Monday morning.

More serious incidents:

If a child is involved in a more serious behavioural incident such as deliberately hurting another child, intentionally damaging or taking property, or not responding to sanctions given, they may be given a red card. Staff should send the child to the Head or Assistant Head, who will decide whether to issue a red card and what the appropriate sanction will be. Parents will be informed verbally if a child has received a red card.

If a child receives a second red card within a half term period, a letter will be sent to the parents and they will be invited to discuss the child's behaviour.

An individual behaviour plan may be set up for pupils who have difficulty responding to the day to day rewards and sanctions.

EXCLUSIONS

In rare circumstances, it may be necessary to exclude a child for a fixed period. Only the Head Teacher (or an Assistant Head teacher if the Head is not available) has the power to exclude a pupil from school. If the circumstances warrant, the Head Teacher can also exclude a pupil permanently.

If a pupil is excluded, the parents must be informed immediately and given reasons for the exclusion. At the same time, it will be made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents how to make any such appeal. The Head Teacher must inform the LA and the governing body about any permanent exclusion and about any fixed term exclusion. A committee made up of 3 members of the governing body considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be re-instated. If the governors' appeals panel decides that a pupil should be re-instated, the Head must comply with this ruling.