



Callow End CE Primary School Behaviour Policy

At Callow End we provide a welcoming, safe and supportive environment in which Christian values are central to the ethos of the school and its teaching. We have high aspirations for all our pupils so that they can achieve their fullest potential in life.

Values and Beliefs

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. All staff will clearly state how they want our pupils to behave, rather than issuing negative statements.

In our school we put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. Our aim is to provide care and support for our children and support them to learn how to manage their behaviour appropriately.

We give children choices and make it clear as to the consequences of the choices they make. At Callow End we believe that children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

Positive Reinforcement

Children of all abilities who try hard and do their best deserve praise, recognition and encouragement. Not only work should be praised but also acts of kindness, thoughtfulness, friendliness and helpfulness. As a school we will:

Notice when children are doing what is wanted and comment positively on it.

Reward good work or behaviour with a merit. 5 merits results in a visit to Mrs Wilkinson for a stamp. A total of five stamps results in an invitation to a 'Mrs Wilkinson's Wonders' tea party

Send child to the Headteacher or other members of staff for recognition of good work and show other children what they have achieved.

Choose a child to receive a certificate at the Gold Book assembly. The current school value should also be re-enforced during Gold Book Assembly. Children who have acted in accordance with the value will be nominated by a member of staff and a leaf bearing their name and achievement will be added to the Values tree. Special achievements outside of school (e.g. sport, music, dance, etc) should also be acknowledged in our Gold Book Assembly.

Report positive behaviour to parents/carers at the end of the day.

Zone boards

All classes use a zone board in their classrooms to promote good behaviour. The zone board has 3 sections:

Outstanding Orange
Good in Green
Think in Pink

All children start each day in green, and move up and down the board according to their behaviour. Once a child reaches Orange, they stay there for the rest of the week, unless they do something wrong that necessitates moving back down the zone board. All children in the Green zone at the end of the week have earned themselves some Golden Time, whilst those in Orange gain extra privileges. Those children who have been placed in the pink zone will have to miss time out from their next playtime.

Sanctions

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour, and not the child that is unacceptable.

Sanction Route

Step 1

This is when a child has to miss part or all of playtime, as in zone board rules.

Step 2

This is when a child displays inappropriate behaviour e.g.

Disobeying any adult

Persistent shouting and calling out in the classroom

Persistent disruptive behaviour

Non-cooperation/compliance

Being unkind to others

The child should complete a "Think sheet". (To be collected from the Head teacher). A record will be kept of all completed sheets to enable children's behaviour to be monitored and perceived problems addressed.

Step 3

In the event of more serious or prolonged disruptive behaviour parents/carers should be contacted either in person or by telephone and invited into school to discuss the way in which home and school can work together to help the child.

Appropriate actions may include

- A verbal or written update at the end of the day to parents/carers.

- Behaviour books or cards completed with smiley faces.
- Jigsaw puzzles - completed puzzle resulting an agreed treat.
- Some input from our Family Support worker

Step 4

Continued poor behaviour may result in fixed-term exclusion.

The above sanction route is appropriate for the majority of behaviour issues we have in school. In extreme cases other measures may be more suitable eg. The use of a Pastoral Support Plan (PSP) or a behaviour plan agreed to and consistently followed by all members of staff involved with the child.

Rewards and sanctions should be applied **consistently by all** members of staff.

In the cases of concern about Special Educational Needs advice should be sought from the SENCO. (Ginny Sharp)

In cases of concern about child’s self-esteem or well-being advice should be sought from the people or with responsibility for Child Protection. These are Sarah Wilkinson, (Headteacher) Ginny Sharp (Deputy Headteacher) and Suzanne Mealings (Governor)

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Think Sheet



_____ Class: _____ Date: _____

- I was not: Following Rules Being Respectful Being Safe Listening
(Circle all Following Directions Being Cooperative Being Responsible
that apply)

Other: _____

And _____
Describe what happened

I should have _____
What should you have done differently?

If I had done this _____
What would have been different?

So from now on I _____

My Signature _____