

# **All Souls School - Behaviour Policy**

## **Mission Statement**

All Souls school with its Christian foundation seeks the wholeness of all its children, spiritual, physical, intellectual and social.

## **General Statement**

As a school we recognise the right of everyone to;-  
    feel safe,  
    be listened to,  
    feel good about themselves.

These Rights imply obligations and responsibilities for individuals.

We aim to re-inforce and reward positive behaviour: to praise and encourage children who treat people, property and the environment with respect.

We aim to make clear what constitutes acceptable and unacceptable behaviour and procedures individually and corporately.

## **Expectations**

- Children and adults should speak courteously to others and show appropriate respect. This means that swearing and insulting or intimidating language are quite unacceptable in all situations.
- Children and adults should behave courteously towards each other. Physical aggression or intimidation is not acceptable.
- Children should be encouraged to talk problems through either with each other or with an adult. Physical retaliation is not acceptable. No one has permission to hit another child.
- Children should move around the building safely, quietly, and without running or jumping. They should move directly from place to place.
- Children should be taught good manners e.g.. please and thank you
- When children are taken out of school they should walk in twos, stay in a line and be attentive and quiet.

## **Management, communication and monitoring**

- Behaviour of children in school is the responsibility of everyone not just the class teacher.
- Adults, children and parents should all be aware of this policy. It should be explained to children so that they can largely take responsibility for their own behaviour.
- Children should be frequently reminded of our expectations.
- Parents should be made aware if their child's behaviour is causing a problem.
- Copies of letters home should be kept in the child's files.
- There will be regular staff meetings at which behavioural issues will be discussed and information about specific strategies shared.

## **Behaviour Policy**

### **Rewards and Sanctions**

#### **Rewards**

We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual knowledge, shared respect, shared values and following school rules. It is imperative that good, appropriate behaviour receives recognition, praise and encouragement from all staff. Through encouragement and praise we aim to make children responsible for their own behaviour and achievements.

In order to support on-going verbal and non-verbal praise we operate a number of reward systems.

#### **The Rainbow**

At All Souls we follow 'The rainbow system.' In each classroom there is a rainbow and a class set of children's names. Each day the children start of the green band of the rainbow, their name can move up or down the rainbow according to the child's behaviour. A key to explain the colour bands is kept next to the rainbow and is as follows:

Red – letter of achievement sent home

Orange – sent to the Head or Deputy for a special sticker or reward

Yellow – sticker from the class teacher

Green – starting point each day

Blue – time out within the classroom or area immediately outside

Indigo – sent to another class or key stage co-ordinators

Violet – sent to the Deputy and letter sent home

*If a child goes off the rainbow they are sent to the Headteacher and the parents are asked to come into school to speak to the child about their behaviour.*

#### **Rewarding good behaviour at lunchtime**

As with all other times of the day we expect a high standard of behaviour in the dining hall and during lunch time play. At lunch time MDAs reward positive behaviour by putting children's name in the lunch time boxes. Each Friday a name is drawn from the infant and junior box, that child is invited to the Deputy's tea party on a Friday afternoon. Nursery children are nominated by their Nursery Nurse. Other children are invited by the Deputy as a reward for good behaviour in the Dining Hall.

Examples of rewarded behaviour are

Treating each other and adults with respect

Being polite

Good manners whilst eating

Tidying away carefully

Playing sensibly in the playground

(copies of dining hall and playground rules are in the appendix)

#### **Behaviour Focus**

Each fortnight we will focus on an aspect of behaviour we want to improve. The School Council will help to decide the fortnightly focus and parents will be informed through regular newsletters. Children will be rewarded for keeping to the behaviour focus through assemblies and their name will go on our 'behaviour tree' displayed in the main hall. The aim of this is to try to improve certain areas of behaviour across the whole school.

### **Behaviour Contract**

The school has developed a 'child-friendly' version of the behaviour policy. This sets out the school's expectations in language that all children can understand. This will be discussed with each class at the start of every year and all children will sign a copy of the behaviour contract to show their commitment to good behaviour within school.

### **Sanctions**

Our expectations of behaviour should be high and consistent but we accept that it is natural that where children are learning and testing the boundaries unacceptable behaviour may occur. At All Souls we address the unacceptable behaviour and not the child so that self esteem is not lowered or so they behave negatively to receive attention. Encouragement and praise should prevent most unacceptable behaviour but if this fails low level incidents can be dealt with by non-verbal signs. If the unacceptable behaviour continues the following levels of sanctions should be followed:

1. A verbal reprimand – this should be given:

- calmly but assertively with confidence
- delivered briefly, succinctly and clear
- referring to the behaviour but not the child
- referring to the consequence of the behaviour

2. Following the steps on the rainbow (blue – violet) If a child goes off the rainbow they are sent to the Headteacher and the parents are asked to come into school to speak to the child about their behaviour.

At any point you may involve the learning mentor to talk the behaviour through with the child. The Learning Mentor should also be involved if there are persistent problems with the child's behaviour. Learning Mentor referral forms are available on the staff notice board.

### **These procedures should be followed in order when dealing with unacceptable behaviour.**

A teacher may jump the bands on the rainbow if the behaviour is serious i.e. physical, directed at a member of staff or all above procedures have been followed and behaviour is still causing a problem.

A letter (A) will be sent home informing the parents of their behaviour. This can be followed up by another letter (B) if unacceptable behaviour continues.

If all else fails exclusion procedures can be implemented.

### **Suggested actions for dealing with unacceptable behaviour in the playground**

Fighting, swearing and intimidating behaviour are not acceptable in the playground. Children will need reminding of this. We have a clearly displayed set of playground rules that we expect all children to keep to. If children start to misbehave their attention should be drawn to the playground rule they are breaking.

- Children get a warning – Yellow Card – if they continue to break a playground rule.
- A Red Card is given to children if they do not heed the Yellow Card, or immediately if they do something more serious such as purposely hurt another child. When a child receives a Red Card they will be taken out of the playground and will sit outside the Headteacher's office. Parents will be informed of this by letter.
- If children misbehave frequently at lunchtime, parents will be called into school to discuss their child's behaviour.
- The school has the ultimate right to send children home at lunchtime if their behaviour is a threat to the safety of others.
- Children's behaviour – both bad and good! – is recorded in class books so that class teachers are aware of all aspects of lunchtime behaviour.

**The managing of behaviour both positive and unacceptable needs to be consistent and fair.**