



Cheam Park Farm Infants School



Behaviour Policy

This policy should be read in conjunction with the school's policy relating to exclusion. This is designed to promote good behaviour and prevent bad behaviour and set out the standards of behaviour expected of good pupils and the range of consequences that can be imposed if these standards are not met.

Aims and Expectations

It is a primary aim of our school that every person feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The Behaviour Policy is not a system to enforce rules but a means of promoting good behaviour and relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

What we do to encourage good behaviour

At Cheam Park Farm Infants school the expectation is that children behave well and follow the Golden Rules.

We are gentle
We are kind and helpful
We work hard
We look after property
We always listen
We are honest

Golden Time is a time for relaxation and fun as a reward for good behaviour during the week. Golden Time is the entitlement of every child for 20 minutes on a Friday if they have followed the Golden Rules during the week. The Golden Rules are displayed in every class.

What we do when a child displays poor behaviour

When disruptive behaviour occurs, it should be dealt with calmly and quickly. The school has in place a range of consequences that pupils will receive should they choose to disregard the Golden Rules.

These consequences do not work in isolation; they must be balanced with positive support. They do not have to be severe to be effective, must be appropriate for the age of the children and should be ones that pupils do not like. The consequences below are generally followed but staff may use discretion according to the nature of the behaviour / child etc.

- If a child does not follow the Golden Rules a discretionary warning may be given depending on the severity of the incident.
- In Year 1 and Year 2 five minutes Golden Time will be docked for the first incident. There after the member of staff will dock the number of minutes appropriate to the level of the offence.
- Staff who deal with Reception / Nursery children may take Golden Time from them but more often will use a more instantaneous sanction such as the child sitting out for a number of minutes immediately on the sad cushion / chair.
- In some extreme cases the total amount of Golden Time can be taken for one offence and occasionally a child builds up to a loss of twenty minutes in one week. If twenty minutes is taken for one child in a week they will have to spend their Golden Time with a member of the Senior Leadership Team away from their class.

- Golden Time cannot be given back after it has been taken.
- All loss of Golden Time is recorded by the class teacher and reported to the parents in the Annual Report and termly to the Headteacher. Parents of persistent breakers of the Golden Rules or severe offenders are told of the misdemeanour by either the class teacher or a member of the Senior Leadership Team.

Behaviour Support Strategies

If a child's misbehaviour is becoming a regular occurrence the member of staff may refer to another colleague such as another teacher or team leader or, in extreme cases, the Headteacher. The child may be reprimanded by another member of staff. Occasionally further sanctions such as loss of playtime may be incurred.

If the misbehaviour is persistent the child will be referred either to an internal or external support service. These include Social Emotional Aspects of Learning (SEAL), Emotional Literacy Support (ELSA), the behaviour support team (BST) or the Early Intervention Prevention Service (EIPS). Some services are provided by the Local Authority; the professionals assess the situation and offer advice to school staff, family or work particularly with the child.

If a pupil's behaviour does not respond to the strategies put in place by the school, the school should arrange a Child and Family Support Meeting. The "child concern framework" should be held to complete a Common Assessment Framework (CAF) if necessary. The school should invite the parent/carer and any other relevant professionals working with the pupil or family. At the meeting, the school will develop an action plan with support from school staff, appropriate professionals, parent and pupil. A review meeting should be arranged and the outcomes from the action plan monitored and revised as necessary.

Exclusion

In response to a serious breach of the Behaviour Policy and in exceptional cases, after a range of alternative strategies have been tried and have been proven to fail the Exclusion Policy is put into practise (see "A Whole School Policy and Procedures for Exclusions").

Responsibilities – to promote good behaviour with the school, we all have responsibilities:

Children's responsibilities are:

- to listen carefully and attentively
- to value others and treat others with respect
- to be independent and self disciplined
- to obey the instructions of the school staff
- to co-operate readily and constructively with other children and adults
- to be punctual throughout the day
- to walk quietly and sensibly around the school

Staff responsibilities are:

- to ensure all children are aware of the Golden Rules through circle time, assemblies and displays
- to value all children and adults fairly and treat them with respect
- to ensure all children are aware of appropriate behaviour in all situations
- to encourage independence and self discipline
- to endeavour to raise children's self esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to be punctual

O:Management/Behaviour 14

- to use praise, codes and sanctions clearly and consistently
- to be a good role model
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each child is an individual and have high expectations for all but be sensitive to special needs

Parents’ responsibilities are:

- to be aware of the Golden Rules and Behaviour Policy and support the school in their implementation
- to make children aware of appropriate behaviour in all situations
- to encourage independence and self discipline
- to show an interest in all that their child does at school
- to ensure children attend school regularly/punctually and notify us as to the cause of absence/lateness
- to form good relationships with teachers so that all children can see that the key adults in their lives share a common aim

Governors’ responsibilities are:

- to support the Headteacher, staff, parents and children in the implementation of the Golden Rules and Behaviour Policy
- to form good relationships with staff and parents so that all children can see that the key adults in their lives share a common aim
- to be part of the review process of the policy

Review of Policy

A review of the policy will be undertaken every three years by the Curriculum and Achievement Committee

Adopted by staff and governors

Committee: Children, Families & Community

Signed

Date

Date of next review: Autumn 2015