



Perranporth C P School

Revised: January 2018

Behaviour Policy

Purpose

The purpose of this document is to set down the principles underlying our policy to enable all those in our school community to develop, learn and work in a safe and happy environment.

General Principles

- Teachers have a right to teach and children have a right to learn whilst feeling secure at school.
- Rules must be clearly stated and understood. The same is true of the consequences for breaking rules.
- Any system of consequences should be effectively balanced by a system of rewards. Rewards should be awarded for good behaviour as well as for good work or outstanding effort.
- Care must be taken to ensure that rewards are valued by the children.
- To work most effectively there should be a whole school approach as well as age appropriate rewards and sanctions.

Diamond Rules

The following **The Diamond Rules** should provide the basis for positive behaviour in our school:

- **Show good manners at all times**
- **Take care of everyone and everything**
- **Follow instructions with thought and care**

More specific rules will be applied to particular times and places as follows:

- In Classrooms - here rules may be formulated through class discussion and arise out of common agreement
- At Assembly
- At Playtime and Lunchtime (field and playground) – *Diamond Playtime and Lunchtime Rules*
- At Lunchtime in the hall - *Diamond Playtime and Lunchtime Rules*
- After School activities – *After School Clubs Code of Conduct*
- Off site visits

Rules for any particular time or location should not number more than 5 and should be clearly communicated or displayed.

Rewards

The emphasis should be upon praise. Ideally two children will be praised before any child is given a consequence.

Rewards should be regular and known by the children. Rewards to individuals may include Diamond Tickets, certificates, stickers and notes/texts/e-mails home.

Rewards to the whole class should be agreed through discussion.

It is recognised that positive reinforcement is always preferable in monitoring good classroom behaviour. Children thrive on praise and recognition of their achievement and consequently it is seen as good practice to give rewards such as:

- Positive comments
- Merit stickers
- School Reward Certificates in Celebration Assembly
- Responsibility and special duties
- Involvement of other teachers or the Headteacher to give praise
- Use of other children as audience for good work

Diamond Playtime and Lunchtime Rewards

Diamond Tickets

- Diamond Tickets will be handed out during playtime and the lunchtime breaks by members of staff.
- At the end of each break, children will hand the tickets to the teachers for collection
- At the end of the week, selected Year 6 pupils will collect all Diamond tickets, total numbers and then place them in the Diamond Box.
- In the Friday Reward Assembly, one ticket will be drawn from the Diamond Box.
- The child who earned that ticket will get to choose either a Prize or a Privilege (examples overleaf)
- The Privilege is to be awarded to the child for the following week
- Class totals will be entered onto the 'Diamonitor Chart' to be shared in assembly as a running record.
- Rewards will be awarded to classes once they have collectively gained 50, 100, 150, 200 , 250 and 300 Tickets
- The rewards are listed below:

Tickets	Reward
50	The class can choose the theme or content of a lesson in the following week on a day chosen by the class teacher. A majority decision by the class will dictate which lesson takes place.

100	The class will receive an extra play time on each day of the following week for 10 minutes during the afternoon. Children can choose to play with some play equipment during this period.
150	The class can spend the majority of an afternoon watching a film The choice of film will be made on a majority basis from a selection approved by the class teacher Pupils will be allowed to bring in films from home for consideration (these must be either a U or PG classification)
200	The class can have the privilege of an 'own clothes' day. The date of this day will be negotiated with the class teacher. Children can decide by majority decision to have a themed own clothes day (pirates and princesses for example)
250	The class can have the privilege of a 'Toy Afternoon'. Children can negotiate with their teacher for a suitable day to bring in toys. The afternoon of the chosen day can be used to play with the toys brought in.
300	The class will be awarded a special prize of a trip to the beach. This will be negotiated with the class teacher to establish the purpose of the visit e.g. beach games, beach art, beach picnic etc.

- The accumulation of tickets lasts throughout a school term – at the beginning of a new term, the Diamonitor Chart is zeroed and the process begins again.

Diamond Sanction Cards:

- Red and yellow cards will be issued to pupils who fail to follow the Diamond Rules
- If a child is not following the Diamond Rules they will be given a verbal warning in order to correct their behaviour (see list of potential inappropriate behaviours).
- If a child does not respond appropriately to a verbal warning and inappropriate behaviour persists, they will be issued with a formal warning and a Yellow Card will be shown. The child's name and misbehaviour will be recorded. The child will then need to spend 10 minutes in the 'cooler'.
- If further inappropriate behaviour continues a Red Card will be shown to the child and recorded. This will result in instant removal from the playground and a playtime and lunchtime isolation for a maximum period of two school weeks (10 days) will be enforced.
- The issuing of a Red Ticket will be formally recorded on the School Behaviour Log (on SIMS) and the pupil will be sent to the Headteacher or other appropriately senior member of staff. The pupil's parents will be notified in writing or by telephone or in person of the misbehaviour and sanction.
- After the isolation period from playtime and lunchtime, if appropriate/necessary, the child will then be put on report card for two further weeks. During this time they must report to a member of teaching staff after each playtime and lunchtime to have their report card signed to acknowledge good behaviour. Further poor behaviour during this period may result in the instant re-issuing of a red card and isolation.
- **It should be noted that some forms of extreme misbehaviour will result in the instant showing of a Red Card without prior warning or Yellow Card being shown.**

Examples of Misbehaviour that may invoke a Yellow or Red Ticket:

- Fighting of any sort (including 'play fighting' or 'rough play')
- Serious assault towards another pupil or member of staff
- Racial and homophobic discrimination/insults
- Persistent teasing, naming calling and bullying
- Aggression or violence towards others
- Vandalism - wilful damage to other's or school property.
- Refusal to carryout instructions
- Disrespectful behaviour

This is not meant to be an exhaustive list but an indication of the types of misbehaviour that will invoke sanction, other forms of misbehaviour may also be included as appropriate.

Diamond Prizes

Prizes will include items such as: a book, pencil-case items, stickers, badges, colouring equipment, etc.

Privileges to include:

- Staying in at lunchtime with a friend and a laptop/ipad for the week
- Tea party with a teacher of their choice (can invite two friends)
- Blow whistle at the end of break and lunch times for the week
- Have your own chair in assembly for the week
- Present cups and certificates with the Headteacher in Friday's Rewards assembly
- Leaving via the front door like the teachers
- Assisting the Year 6 with operating the projector/music in assemblies for the week
- Have lunch in the Celtic Hut with two friends (weather permitting)
- Be a Friday afternoon guest in another class

Consequences:

The children should understand the consequences of breaking rules. Such consequences must be graded so that each time a child breaks a rule the consequence is more serious.

- Within the classroom use of appropriate sanctions (e.g behaviour chart, loss of Diamond Time, withdrawal of privileges) should be used.
- Within the playground and around school, see '*Diamond Playtime and Lunchtime Rules*' for sanctions.

The 5 point Behaviour Plan should be followed when behaviour continues to become a significant or persistent concern.

Behaviour Management – A 5 Stage Approach

Stage 1

- Teacher/TA/Staff member becomes aware of continuous challenging behaviour to the extent that it disrupts their own and others' learning.
- Teacher-child discuss behaviour and agree strategies.
- Teacher-child to discuss progress and amend strategies if required.

If challenging behaviour persists and if necessary/appropriate:

Stage 2

- Teacher meets with parent/carer and child to discuss issues of concern and agree ways forward.
- Teacher-child/parent to discuss progress at agreed review date and amend strategies if required.
- Log incidents/discussions as necessary

If challenging behaviour persists and if necessary/appropriate:

Stage 3

- Teacher to meet with SENCo and produce and IBP (Individual Behaviour Plan) if required.
- Teacher/SENCo meets with parent/carer to discuss IBP.
- IBP is implemented and a date is set for review with parents.
- Log incidents/discussions as necessary

If challenging behaviour persists and if necessary/appropriate:

Stage 4

- Headteacher/teacher/SENCo meet with parent/carer to discuss challenging behaviour and agree way forward.
- Log incidents/discussions
- Headteacher/SENCo informs parent/ carer of child's progress at agreed review date.
- If behaviour persists HT and SENCo involve external agencies and review IBP.
- IBP is shared with parent/carer and child and date set for review.

If challenging behaviour persists and if necessary/appropriate:

Stage 5

- HT to consider other strategies which may include exclusion.

The seriousness of a child's behaviour may cause earlier stages to be jumped at the discretion of the Headteacher/ School Staff

Severe Clause

Should a child seriously offend through violence, vandalism or abusive behaviour, the teacher may proceed immediately to exclusion from the class and involving the headteacher.

Teachers should make standing arrangements with colleagues for internal exclusion to other classes.

A behaviour log using SIMS will be completed by the member of staff who witnessed the incident.

Contact with parents will usually be made by telephone/in writing or in person.

The use of external exclusion will generally be incremental and aim to demonstrate the unacceptability of the behaviour in school. Increments may range from a half day to a fixed term number of days. In some cases a permanent exclusion may be considered.

Where permanent exclusion from school is considered the head must inform the Chair of the Governors who may assist in making the final decision.

Supply Teachers

It is the responsibility of class teachers to ensure that supply teachers are aware of any individual behaviour plans for their pupils or classroom.

Individual Behaviour Plans

Where a child's behaviour has given cause for concern the SENCO will work with the Classteacher and Teaching Assistants to develop an Individual Behaviour Plan.(See 5 point behaviour plan). External professionals from other agencies might also be involved in this process. Plans focus upon particular difficulties encountered by the child and therefore vary in complexity. Most plans centre upon:

- describing expected behaviours;
- providing strategies to change behaviour or avoid particular situations arising
- providing rewards which have meaning to the child
- involving parents and other members of the staff