

## **BEHAVIOUR POLICY**

### **Introduction**

This policy has been written in consultation with staff and parent and governor representatives. It incorporates ideas put forward by the children in class discussion. Its purpose is to give clear guidelines to all members of our school community. In it we outline our code of conduct and our system of rewards and sanctions.

This policy was last reviewed in September 2014. A copy is on display in the entrance hall and can be accessed on the school web site.

### **Ethos**

Within our school, Christian ideals inform all aspects of school life. Our key values are compassion, gratitude and honesty and these are used as a benchmark for acceptable behaviour within the school. We believe that good behaviour is based on the mutual respect of all members of the school community and that everyone has a valuable contribution to make. Priority is given to respect for others, their property and feelings and to support this the school has adopted the Rights Respecting agenda. We believe that staff and parents have a substantial responsibility in setting a good example and fostering a sense of responsibility and self discipline within children. Good behaviour is encouraged, acknowledged and rewarded. Sanctions are applied when behaviour is unacceptable.

### **Aims**

- To help children develop a clear and acceptable view of what is right and wrong.
- To develop self discipline, the ability to learn independently and work co-operatively.
- To develop positive attitudes, tolerance towards others and an appreciation of each person's worth.
- To listen with respect to one another and to be conscious never to damage another's self esteem.
- To foster a caring attitude for the school environment, including the building, outside areas, equipment and personal effects.
- That all those who work in our school will work in accordance with these aims and our key values of compassion, gratitude and honesty.

### **Encouraging good behaviour**

We believe that having and achieving high expectations of social behaviour are as important as academic achievement.

At Compton good behaviour is encouraged through:-

- ensuring a secure, caring environment where all children are valued;
- building positive relationships between all members of the school community;
- providing stimulating and effective teaching matched to children's needs;
- adults being good role models for children;
- having consistently high expectations;
- having open discussion about what is unacceptable behaviour;
- praise;
- rewards;

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- Curricular work – for example RE, PSCHE and Social and Emotional Aspects of Learning (SEAL) programmes. Children are given opportunities to discuss problematic situations in groups and as whole classes. They are taught how to listen to understand and strategies for managing their feelings and negotiating compromises.

### Rewards

We aim to make a conscious effort to give praise in a variety of contexts. When giving rewards to the children we make clear why we are rewarding them. This makes the child aware and sends signals to other children.

At Compton we believe that rewards should be given for:-

- personal improvement - academic and behavioural;
- effort;
- use of initiative;
- caring and supportive attitude to peers;
- care for the environment;
- consistent politeness and good manners;

Rewards we give include:-

- private praise;
- choosing an activity;
- working in privilege area;
- first out to play;
- nomination for weekly 'Celebration' assembly with parents/community invited to attend;
- public praise in class or assembly, e.g. work displayed on 'Celebration' board;
- praise from teacher in another class/headteacher;
- letting parents and carers know informally of their child/ren's achievements;
- recognition of out-of-school achievement - in class or school assemblies;
- lunchtime/headteacher stickers or certificates;
- nomination for 'Top Table' (fortnightly);
- the use of:-

stampers/ stickers	Class 1
merits/ stickers	Class 2
team points/stickers	Class 3
marble jar	Class 4
stickers/team points	Headteacher

### Rules

The rules at Compton School are kept to a minimum. They are realistic and understandable to the children. Wherever possible they are positively worded.

- Children are expected to behave courteously and considerately towards each other and to all members of the community.
- Children are expected to respect all equipment, materials, general environment and other people's property.
- Running inside the building, or in the immediate area of the outer buildings is not allowed for reasons of safety.
- Children need permission from a member of staff to stay inside school during breaks or lunchtimes.
- Jewellery should not be worn, with the exception of watches and studs in pierced ears.

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- KS2 children may bring snack food that is healthy (such as fruit, carrots and raisins) for breaktime,. Sweets, biscuits (including muesli bars) and chocolate covered snacks are not allowed. KS2 children may also purchase a healthy snack from the kitchen at morning play. KS1 children are provided with fruit or vegetables and do not need to bring one in.
- Children should respect quiet times during the school day.

### **Our Golden Rules**

Children have developed a set of 'Golden Rules' which have been reached through discussion and debate. These are displayed in the Hall, in classrooms and outside in the playground. They are:-

- Be kind and friendly to others
- Take care of each other and our school
- Do our best
- Make sensible choices
- Listen to others
- Be honest

### **Unacceptable Behaviour**

We believe that school needs to establish a healthy balance between rewards and sanctions. Children need to know what is acceptable behaviour and what is not.

At Compton we consider the following behaviour to be unacceptable:-

- wilfully breaking the school rules (as outlined above)
- hurting others physically
- hurting others by teasing, calling names, labelling
- bullying of any kind, including cyber bullying
- swearing
- telling lies
- taking other people's belongings
- causing damage to our school buildings or grounds
- causing damage to other people's property or work

Children are reminded of these standards when necessary, privately or through circle time or class/school assemblies. Some children have difficulty with finding the right behaviour sometimes. Support for children with serious and ongoing behavioural difficulties is provided through the S.E.N. Code of Practice as described in our Inclusion Policy.

### **Sanctions**

When dealing with unacceptable behaviour we try to maintain a child's self esteem by remembering that it is the behaviour that is unacceptable and not the child.

It is important to check with the child that she or he knows why they are in trouble, by asking.

Minor infringements should be dealt with by the adult responsible at the time.

Wherever possible sanctions should be immediate.

Depending on the seriousness of the offence, sanctions might include:-

- a private verbal rebuke
- isolation within classroom or on playground for short times
- repetition of task if necessary

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- set task to complete in personal time
- removal from class to another supervised area
- withdrawal of privilege
- use of daily record card
- discussion with parent at end of day
- discussion with Headteacher
- entry in incident book by Headteacher
- informing parents in writing - three entries in incident book over a relatively short period results in contact with parents
- withdrawal of major privilege
- discussion with outside agency

In extreme circumstances the following would apply:-

- Should pupil behaviour present a serious danger of causing significant harm to themselves, to others or to property, the Headteacher or other authorised adult may need to take physical control. In this instance the school would follow policy for Restrictive Physical Intervention which has been developed in line with the LEA and guidelines from the Department for Education.
- Where behaviour of a pupil seriously violates the school rules or where the continued presence of a pupil is a serious threat to the safety of others, it may be considered necessary to exclude that pupil. This may only be carried out in accordance with the principles and procedures set out in guidance from the Department for Education. Reference will also be made to the county guidelines.

### **Midday Supervision**

- Guidelines for midday and playtime supervisors are available and are attached as appendices to the end of this policy.
- The Headteacher holds regular meetings with supervisors to discuss any issues arising and they are familiar with this policy.
- Both positive and negative behaviour is reported to class teachers at the end of lunch play. A book can be used to make notes of behavioural issues if necessary.
- The Headteacher and Deputy are available if problems arise.

### **Parents and Carers**

- Co-operation between parents/carers and staff is essential and parents/carers are informed of any concerns.
- Parents/carers are informed of the school's approach to behaviour and the school rules in the school prospectus.
- Copies of this policy are available for parents to read and comment upon. A copy is on display outside the main office and on the school website.

### **Monitoring and Evaluation**

This policy will be evaluated formally every three years and a report made to governors at the last full Governors meeting of the academic year. Evaluation will be made against the following criteria:-

- parental concerns/complaints

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- contact with parents regarding behaviour
- number of incidents reported to Headteacher
- feedback from staff and support staff

This policy forms part of the whole school approach to behaviour and should be read in conjunction with Inclusion, Anti-bullying, Restrictive Physical Intervention and Child Protection Policies.

### **Guidelines for Playtime Duty**

1. **All** children are to be out at playtime. Any Class 4 children on library duty or completing work will be monitored by the class teacher/LSA..
2. The classteacher is responsible for ensuring their own class is empty of children when play starts and they themselves go to the staffroom.
3. All staff must ensure that they are on time for their duty.
4. Each adult on duty will wear a whistle with two small cards attached to it - a yellow and a red one. If for some reason another adult is needed on the playground, the yellow card will be sent (via a child) to the staff room. In emergencies, the red card will be sent.
5. There are to be two adults on duty at all times, one monitoring the use of the play equipment and raised bed area, the other monitoring the playground. If for some reason the second adult is delayed at the start of their duty, children must remain on the playground and not go down to the play equipment area. A yellow card must be sent to the staffroom to notify people that another person is required.
6. Those on duty must patrol their area, not remain in one place.
7. The teacher on duty will decide whether or not the field is suitable for play.
8. All staff have a responsibility to ensure the site is secure and if they are outside will visually check that gates are shut and/or locked. The three gates around the playground must be shut and/or locked before and during playtimes.
9. Any child wishing to go to the toilet or return to the class for any reason must ask permission from the teacher on duty.
10. During playtimes, children will use the toilets in their own classes except for Class 4 who will use toilets in class 3 as necessary.
11. The children are not allowed to play on the bank beneath the trees, climb on the large gate to the churchyard at the bottom of the field or go beyond the playground on the path to the hall.
12. A soft football can be used by particular classes on the field, this is organised on a rota basis, weather permitting.
13. Football can be played on the playground on the third of the netball court closest to the car park. It is organised on a rota basis between lower KS2 and upper KS2. KS1 children can play a small game of football against the fence near the shed. No other football games can be played on the playground when these two areas are in use.
14. The adventure play equipment is used by KS1 and KS2 on a rota basis.
15. The person on duty near the adventure play equipment will decide if the equipment is safe to play on – ie not slippery with ice or rain - and will do visual checks for damage, wear and tear etc. Cones will be used on the steps/slopes to clearly show areas of the equipment that cannot be used.
16. Children are not allowed to bring in their own balls from home. The acceptability of other playground toys will be discussed when the need arises.
17. Snacks in the form of healthy items only are allowed e.g. fruit, plain crackers.
18. All children are expected to behave courteously and considerately towards each other and adults. Children who break this rule can be told to stand away from the playground on the path to the hall or, if necessary, sent (accompanied) to the staff in the staff room.
19. If a child has a significant injury but is able to walk to the library, he/she will be accompanied by someone carrying a red card so that the first aider is aware.
20. When the teacher blows the whistle the children must walk to where they line up outside their classrooms.
21. Play equipment must be collected by **all** the children as they walk up from the field and returned to the boat. After the final playtime of the day, all equipment must be put tidily away in the shed by the monitors. The LSA on duty will remain on the playground until all the monitors have finished.

22. If rain prevents the equipment being put away in the shed at the end of afternoon play, the person on duty must notify Classes 3 & 4 so that the monitors can go and do this before the end of the school day, ie 3.30pm. **No equipment is to be left out overnight.**
23. **Wet Playtimes**
- The teacher on duty is responsible for deciding whether or not it is indoor or outdoor play and for informing the rest of the staff.
  - Children must not be left in the classroom without adult supervision. Arrangements for staff to take a short break will be made on the day depending on the relief available.
  - Wet weather games are available in the classrooms for the children to use if the teacher wishes.

### **Guidelines for Lunchtime Supervisory Assistants**

1. The lunch break at Compton Primary School is from 12.00 until 1.00. Staff must be ready to start promptly at 12.00.
2. There must always be two staff outside to ensure the good behaviour and safety of the children. In the event of an accident, one person is available to supervise the remaining children.
3. Lunchtime staff must be prompt for their duty, especially if outside. If there is an unforeseen delay, a message must be sent to the staffroom or HT's office so that cover can be quickly arranged.
4. Children must remain on the playground if there is only one adult outside.
5. Lunchtime staff wear a whistle with a red and yellow card attached. If another adult is required, a yellow card will be sent (via a child) to the staff room. If there is an emergency, a red card will be taken by a child to the staff room.
6. In the event of absence of a lunchtime supervisor, the Admin Officer or Admin Assistant should be informed. They and the senior lunchtime supervisor will liaise to arrange extra cover as necessary.
7. Lunchtime staff working in the hall need to check the floor for food and water spillages as they work and be vigilant in cleaning up spillages immediately to avoid trips and slips. If an area of the floor is wet as a result the warning signs should be used.
8. L.S.A.s are responsible for overseeing handwashing.
9. L.S.A.s outside on lunchtime duty are responsible for:-
  - making regular checks to ensure the children are not in the classrooms or toilets without permission.
  - making sure that the car park gate, main entrance gate and gate in the NE corner of the field are closed and locked at all times.
  - keeping regular checks on the bank area.
10. ensuring children do not play past the red line in front of the car park and on the path leading down from the Otterbourne Road gate.
11. Lunchtime supervisors are encouraged to report good and considerate behaviour at lunchtimes.
12. Behavioural problems should be reported first to the Head teacher who might record the incident in the incident book. **Lunchtime Supervisors must keep class teachers informed of any concerns about behaviour.** At Compton we consider the following behaviour to be unacceptable :-
  - Wilfully breaking the school rules
  - Hurting others physically
  - Hurting others by teasing, calling names, labelling
  - Bullying
  - Swearing
  - Telling lies
  - Taking other people's belongings
  - Causing damage to our school buildings or grounds
  - Causing damage to other people's property or work
13. If a child has a significant injury but is able to walk to the library, he/she should be sent in (accompanied) with a red card so the first aider is aware
14. Lunchtime play should finish promptly so that lessons can start as soon after 1pm as possible. When the supervisor blows the whistle the children must walk to where they line up outside their classrooms.

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15. At the end of lunchtime, playtime equipment must be collected by **all** the children as they walk back up from the field and returned to the boat. A lunchtime supervisor must remain on the playground until this is completed and the children return to class.
16. If rain prevents the equipment being put back in the boat at the end of lunchtime, the lunchtime supervisor will notify Classes 3 & 4 so that the monitors can do this when the rain stops.