

Behaviour Policy Appendix

September 2020

EYFS

Appropriate Behaviour

The children in Nursery and Reception have a system that is similar to the rest of school. They have a 'Happy Owl' where all their names are. There is a verbal warning, then if there is a second warning that their name is placed on. Their name is moved to the 'Sad Owl' should any behaviours persist.

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff.

Children in EYFS will get Dojos for visual support of their good behaviour choices.

The child in each class with the most Dojos will get Dojo Star of the Week, which will be posted on Tapestry.

Inappropriate Behaviour

Each class within the EYFS has a Rights and Respecting charter which the children have decided upon with the support of Staff. Where there are poor choices and the child's name has been moved to the 'Sad Owl', they will be asked to sit on the reflection chair for no longer than 5 minutes. The children in EYFS have a reflection chair, so any reflection needed is instant.

If the behaviour is more significant, then the teacher may ask the child to reflect in another classroom (Nursery – the other side of the nursery; Reception to Laura Tracanna; FS2LT to Jen Dyson). This is to be logged on CPOMS.

If a pattern is noted of a child being asked to reflect, then it is to be discussed with their parents by the class teacher. This is to be logged on CPOMS.

If this continues, then the teacher is to ask Kathryn Whalley Ben Halima to contact the parents for a meeting. This is to be logged on CPOMS.

If a child has been asked to reflect in another classroom, then the parents are to be told that day.

High level incidents

High level behaviour such as bullying, racism or assault will result in sanctions as per the Headteacher's discretion, such as report, internal exclusion and exclusion. At any point the Headteacher deems it necessary to jump to these, it is at her discretion following consultation and advice from other staff (and LA officers if appropriate). This will always be logged on CPOMS.

Year 1 upwards:

There will be a Star of The Week announced on Seesaw each week. This may well be a child who is making great behaviour choices, but it also may be for other reasons such as resilience, attitude, progress etc.

Each class can choose to add positive elements to our behaviour policy if they wish (eg raffle tickets, marbles in a jar, star charts etc)

What is displayed in the classroom?

Each class has a Rights Respecting charter which the children have decided upon with the support of Staff.

Key Stage Two: Two laminated posters – 'Rights Respecting' appearance. Starting point 'We are rights respecting' and 'We're reflecting on our Rights'

Key Stage One: Three laminated posters – 'Rights Respecting' appearance. Starting point 'We are rights respecting', 'Warning' and 'We're reflecting on our Rights'.

Children's names will be on the 'We are rights respecting' at the beginning of each day.

KS2: There will be a verbal warning (1 chance)

KS1: There will be a verbal warning (chance 1) before moving to 'warning' board (chance 2), which will be amber in colour

Each class will be given cards to use should they have a child who would benefit from seeing / feeling the warning issued (red and yellow laminated card). Teachers will also be given a red/yellow card for their lanyard, should this be helpful for any child in their class. These will be used at the teachers' discretion.

If the behaviour carries on, their names will be moved to 'We're reflecting on our Rights'. A reflection sheet will be sent home (this is not to be brought back into school) and the child will sit on chair outside during playtime. This will be logged on CPOMS as a 'reflection.'

We believe that each day is a new start and all children will always begin each day on Rights Respecting.

If the behaviour is more significant or if a behaviour continues, then the teacher may ask the child to have timeout or do their work in another classroom (within the same year group). The child is either to complete the reflection sheet whilst in time out or at home. This is to be for no longer than 10 minutes. This will be logged on CPOMS as 'behaviour timeout.'

If a pattern is noted of a child's name being on 'We're reflecting on our Rights', then it is to be discussed with their parents by the class teacher. This is to be logged on CPOMS.

If this continues further, then the teacher is to ask Kathryn Whalley Ben Halima or Wendy Gibson to ring the parents to discuss next steps. This is to be logged on CPOMS.

If behaviour continues, the child will be put on report. Parents will be informed by Mrs Whalley Ben Halima or Mrs Gibson. When on report, a child has a report card for a week and they have break and lunchtimes indoors. The report card is commented on throughout the day by their teacher and given to a member of SLT at the end of the day to sign. If the child has a fully positive five days, then they come off report. If they don't, they stay on report for another week. This will be logged on CPOMS. It is at the discretion of the school if they want to amend the length of the report (either shorter or longer).

If behaviour continues after this, then a meeting would then be arranged with Mrs Howard and any other appropriate member of staff (eg pastoral, SENCo). This will be logged on CPOMS.

Quick reference:

	Action	CPOMS tag
Child has had name moved to 'We're reflecting on our rights'	Reflection outside at playtime; reflection sheet sent home (not to be sent back in); reflection noted on CPOMS	Reflection

Behaviour continues or is more significant	Child has time out in another class within their year group; either work is completed or a reflection sheet; if reflection sheet is not completed as work has been set, one will be sent home (not to be sent back in); if it is completed it will be sent home; time out and reason noted on CPOMS	Behaviour Time Out
Pattern of landing on 'We're reflecting on our rights'	Class teacher to call home; recorded on CPOMS	Behaviour discussion
Poor choices continue or they are more significant	Behaviour Lead to call home; recorded on CPOMS	Behaviour Lead meeting
Continued poor behaviour or significant behaviour	Report; parents contacted by Behaviour Lead; noted on CPOMS	On report
General behaviours to note		Behaviour

High level incidents

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Lunchtimes:

EYFS:

In Nursery and Reception, if a child is making a poor choice they will receive a warning. If the behaviour persists, they will be asked to reflect sat on a chair in a similar way they would in class time. The reflection will never be longer than 5 minutes. This would not need logging on CPOMS, however if there is a pattern this will be logged as 'behaviour'

Year 1 upwards:

Children will be given one warning which is shown with a yellow card.

If the behaviour continues, they will be shown a red card and the Lunchtime Organiser is to pass this onto Chelly Singh who will write it down and pass it to the class teacher. The class teacher will decide on any consequence needed and if it needs recording on CPOMS.

If the behaviour is more significant, the Lunchtime Organiser may choose to show a red card and therefore it be reported to class teacher.

If there is a high-level incident, a member of SLT is to be called.

To note, the policy will be applied with discretion for children with specific needs.

