

Honington CEVC Primary School

Behaviour Policy

“The best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.” *Elton Report*

At Honington CEVC Primary School we provide a happy, caring and purposeful environment within which:

- High standards of progress and attainment are fostered and pupils are able to achieve, with enjoyment, their academic, physical, social and spiritual potential.
- Pupils are valued and respected as individuals and as members of the community and are learning to show consideration for others.
- Pupils develop lively, enquiring minds, acquiring knowledge and skills relevant to their present and future needs through a broad, balanced and relevant curriculum.

This policy contributes to these aims and helps us to ensure a consistent approach throughout the school.

Whole school rules:

- Our rules are based upon the three Olympic Values of **Friendship**, **Respect** and **Excellence** and have been created with our School Council.

Friendship	We are kind and helpful. We do not hurt people in any way.
Excellence	We always work hard and try our best. We do not waste our own time or anyone else's.
Respect	We listen and do not interrupt. We are honest. We look after property.

Class rules:

- each class create, agree and follow their own classroom rules, in line with the behaviour policy and consistent with the school's ethos and values

Behaviour management in the classroom and during breaks and lunchtimes

- We use '**Good to be Green**' to ensure consistency in behaviour management across the school.
- Children begin each day on Green.
- A **verbal warning may be given for minor incidents** such as low level disruption.
- Should this behaviour continue, children will be **moved onto orange** (when not in the classroom pupils will be told verbally that they are on orange and/or shown an orange card)
- Should the behaviour still persist, children will be **moved onto red**. (when not in the classroom pupils will be told verbally that they are on red and/or shown a red card).
Teachers will use their professional judgement when dealing with 'red' behavior.
Consequences may include time out, missing break-times and restorative tasks. A **phone call home** is made by the Class Teacher, or other member of staff, as appropriate.
- For more serious incidents such as swearing or violence, a child may move directly to **red**. The teacher will use their professional judgement regarding the seriousness of the incident and appropriate sanctions. The teacher may wish for **the headteacher** to speak to the child and phone the parent.
- All break and lunchtime orange/red behavior is reported to the Class Teacher or TA and the child's name will be moved appropriately on the class 'Good to be Green' chart.
- When a child has been on 'red' three or more times in a week, parents or carers will be invited into school to agree strategies to improve behavior.
- All sanctions, apart from exclusions, must be served in school.
- Children always have the opportunity to improve their behaviour and **return to green**.
- Children displaying **exemplary** behaviour can move up to **silver and gold**.

Equality at Honington CEVC Primary School

- There are consistently high expectations of all pupils regardless of age, gender, ethnicity, religion and belief, disability, ability or social background.

Searching and confiscation

- The school follows the most recent guidelines as set out by the DfE which can be found at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
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Use of reasonable force

- The school follows the most recent guidelines as set out by the DfE which can be found at: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
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Exclusions

- The Headteacher follows the most recent guidelines as set out by the DfE which can be found at: <https://www.gov.uk/government/publications/school-exclusion>
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Bullying, sexual and racial harassment

- See separate Anti-bullying Policy.
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External support

- Parents and carers are expected to support the school in the implementation of this policy.
 - Where behaviour is a serious concern, and in partnership with parents, outside agencies may be consulted.
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Monitoring and review

- All staff, including temporary, are made aware of this policy which is reviewed annually