

# **CHILTON PRIMARY SCHOOL**

## **Behaviour Policy**

*This will enable each child to achieve their potential in an atmosphere of happiness and security, and to prepare them for life.*

**INCLUSION MANAGER: Mrs. Yvonne Nunn**

**SEN Governor: Mrs Bowmont**

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**Chairman of Governors: Mrs Judy Cro**

**Date Agreed: June 07**

**Headteacher: Mr Gerry Benson**

**Review Date:**

## **Chilton Primary School**

### **Behaviour Policy** June 2007

#### **Philosophy**

The schools Behaviour Policy does not sit independently from other school policies and needs to be read in conjunction with the schools Learning and Teaching Policy (Jan 2007). The Behaviour policy offers guidance to all the staff, children, parents and carers on our procedures and practises. Chilton Primary School and everyone concerned with the child should work together to develop a consistent approach.

#### **Aims**

- That rules are consistently applied and enforced.
- That every member of the school recognises their responsibilities towards the whole.

The acceptance and adherence to our behaviour policy will provide a well ordered environment in which all are fully aware of behavioural expectations.

#### **Golden Rules**

- Do be kind and helpful Do not hurt people's feelings
- Do be gentle Do not hurt anybody
- Do work hard Do not waste your or other people's time
- Do listen to people Do not interrupt
- Do be honest Do not cover up the truth
- Do look after property Do not waste or damage things

#### **Encouraging Positive Behaviour**

Good behaviour is the emphasis of the whole school rather than failure. Rewards can help motivate children to see that good behaviour is valued. The most common reward is praise - informal, formal, public or private - to individuals and groups. The praise is earned through the maintenance of good standards as well as noteworthy achievements. Praise should be used for behaviour, effort and work. Praise should be consistent.

Rewards at Chilton School will be given out whole school level, class level and individually.

Rewards include:-

Golden Time, Table Points, Class reward, Worker of the week, Pupil of the week, Pupil of the Day, A letter home, Headteacher Certificates, Class Certificates, Special Mention in Assembly.

Additional support for identified children requiring behaviour support is available through the schools Behaviour Mentor. Children who go beyond our school sanctions will be treated as individuals. Chilton School offer support and individual sanctions and rewards according to need. The school will work in conjunction with Outside Agencies, develop PSPs and provide support using Behaviour Mentor. The Behaviour mentor is there to support the child in and out of class, pre-empt and resolve issues. If a child reaches the sanctions and additional support in place, alternative hours are implemented.

The acceptance and adherence to our rules provides a well ordered environment in which all are fully aware of behavioural expectations.

### Chilton School Rules

1. We expect all pupils to wear school uniform as outlined in the school prospectus.
2. We expect pupils to attend school regularly and be punctual.
3. We move around the school quietly and sensibly.
4. We treat all members of the school community with respect and care.
5. We are aware of personal space and keep our hands and feet to ourselves.
6. We look after our property and that of others.
7. We expect all pupils to develop responsibility for their own actions.
8. We expect all children to work hard and try their best.

Sanctions will be consistent in order to ensure that we work and play in a safe and secure environment.

### Sanctions within the classroom

1. Restate the rule.
2. Child's name is moved with a verbal warning. KS1 - Sun/cloud. KS2 - Traffic lights.
3. Verbal warning of behaviour, name moved again, reinstate rule being broken - this verbal warning may result in loss of privilege.
4. Time out in another classroom.
5. Communication with parents.
6. Sent to a member of the Leadership Team.
7. Behaviour card, (classroom and playground, to be monitored and filed).
8. Behaviour Mentor intervention.
9. Time out with Behaviour Mentor (if identified on caseload).
10. Lunchtime Behaviour Mentor provision.
11. Alternative Hours.
12. Fixed Term Exclusion.
13. Permanent Exclusion.

Sanctions are not hierarchical, but dependent on severity of incident.

### Use of Red Disc.

A red disc is in every classroom and should be carried by staff when on playground duty.

Red discs are for **serious incidents** only.

In the event of a serious incident occurring, the red disc should be sent, with a responsible child to the school office to request the Behaviour Mentor or member of the Leadership Team.

We, as a school, acknowledge that pupil behaviour and discipline is fundamental to raising standards of educational achievement and promoting school inclusion. The environment in which we work should be positive, ordered and happy, enabling all children to reach their full potential at Chilton Primary School.