



Behaviour for Learning Policy

The aims:

- Promote good behaviour, self-discipline and respect
- Provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- Apply all rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- Prevent bullying (See Anti-bullying policy)
- Regulate the conduct of pupils.

These are achieved in the framework of a relaxed, pleasant and organised atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Show respect and promote positive behaviour
- Discuss with children when and how they could have made more positive choices when something goes wrong
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate their children's efforts and achievement
- Maintain a well organised learning environment and appropriately challenging or supportive learning opportunities
- Respect children and listen to their views without discrimination
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and behaviour/discipline procedures

Pupils are expected to:

- Follow school rules
- Show respect to staff, each other and their learning environment
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member

Parents are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's Anti Bullying policies
- Keep the school informed about any issues that arise that might affect their child's work or behaviour

The Governors are expected to:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

What we believe about a child's behaviour:

Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strive to protect and build the self-esteem of children.

We believe:

Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives. Most children are responsible for their own choice of behaviour. We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject children's behaviour, not the children themselves. When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school. This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children have the right to:

- Be treated fairly and equally, involving them in creating their own classroom rules
- A teacher who will provide them with consistent positive encouragement to motivate them to behave;
- Know what behaviours will help them to succeed in the school.

Teachers have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Teach the pupils to follow these rule in school
- Ask for support from the parents concerning their child's behaviour
- Ask for support from the Leadership team to help them deal with more challenging pupils.

Our Rules

P – Persevere – don't give up!

A – Ambition – reach for the stars

R – Respect – look after our school property and each other

K – Kindness – kind words and actions

H – Honesty – always tell the truth

A – Attitude – always try your best

L – Listening – listen carefully and follow instructions

L – Learning – everyone has a right to learn

Our Rewards

Our school acknowledges all the efforts and achievements of children, both in and out of school through our reward systems.

As part of the 'Good to be Green' and house token/points system, children display a green card in their class display wallet for following the school rules (Good to be Green Traffic Light System).

House Points

- Each child is assigned a house colour (siblings across PHI and PHJ are assigned corresponding house colours).
- Adults award house coloured tokens for good/excellent work which are worth 1 point for their house team.
- The head teacher awards a 'special' golden token which is worth 5 points.
- Tally is kept on classroom display of number of house points achieved per child
- Prizes are awarded in our half termly awards assembly for those who have achieved over 20 house points each half term.

- The child with the most points in each class receives the gold cup for that half term.

KSI - 'Warm Fuzzies' and Daily Rewards

- Children work together in table groups to earn 'Warm Fuzzies' (pompoms) for following classroom rules, good behaviour and teamwork.
- These are counted weekly and a tally for each group is displayed in each classroom.
- The group that wins the most during each half term receives a prize in our awards assembly.
- A 'Lucky Duck' / 'Secret Student' is chosen at random each day. If that student follows our school rules, tries their best and is kind and helpful, they receive a certificate at the end of the day.
- Praise pad certificates may be given out daily to reward good behaviour and/or effort.

Reception – Stickers

- As children move freely around the setting, individual incentives are given such as stickers.
- A 'Lucky Duck' is chosen at random each day. If the student that is the Lucky Duck follows our school rules, tries their best and is kind and helpful, they receive a certificate at the end of the day.
- Praise pad certificates may be given out daily to reward good behaviour and/or effort.

Gold Star Assembly

Weekly assemblies are led by the Head of School where we celebrate the children's weekly achievements as a whole school. Certificates for good work are presented and each year group presents one child with the gold cup for consistently demonstrating exceptional work or behaviour. These children are also highlighted in our school newsletter, which is shared with parents.

Golden Time

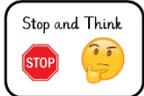
Golden time is achieved for good behaviour half termly. Year groups set up activities across their three classrooms and children are given the choice of which activity they wish to participate in e.g. film, craft and construction. The children who have achieved the most house points are offered first choice for their activity.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- If a child is disruptive in class, the teacher follows the Good to be Green system (See Behaviour Sanctions below).
- Each time a child receives a 'Yellow' or 'Red' card, the incident is recorded in our class behaviour logs. This is monitored by Year Group Leaders and Head of School.
- Children who repeatedly receive 'Yellow' or 'Red' cards miss minutes of their Golden Time at the end of each half term.

Behaviour Sanctions

<p>Green Card</p> 	<p>Verbal Warning</p> 	<p>Stop and Think</p> 	<p>Yellow Card</p> 	<p>Red Card</p> 
<p>Green card displayed in good to be green display wallet.</p>	<p>Verbal reminder of school rules and expectations.</p>	<p>Child is given stop & think card which is placed in good to be green display wallet.</p>	<p>Child is given yellow card which is placed in good to be green display wallet. Child misses 5 minutes playtime.</p>	<p>Child is given red card which is placed in good to be green display wallet. Child misses playtime and is spoken to by YGL / Head of School.</p>
<p>Following the school rules.</p>	<p>Low level disruption. E.g.</p> <ul style="list-style-type: none"> • not following instructions • talking during adult input • unkind comments • answering back distracting others 	<p>Continuing the same identified behaviour in previous step.</p>	<p>Continuing the same identified behaviour in previous step. To be recorded in class behaviour logs. Yellow card given without previous steps for:</p> <ul style="list-style-type: none"> • Defacing/damaging school property • Bad language • Injury due to rough play • Leaving classroom without permission/ being inside during playtimes 	<p>Continuing the same identified behaviour in previous step. To be recorded in class behaviour logs. Red card given without previous step for:</p> <ul style="list-style-type: none"> • Deliberate injury to another child • Stealing • Lying/not taking ownership (in addition to other behaviours stated in yellow card band)

- | | | | | |
|--|--|--|------------------------------|--|
| | | | • Lying/not taking ownership | |
|--|--|--|------------------------------|--|

Class behaviour logs are reviewed by year group leaders weekly and shared in weekly meeting with the senior leadership team to assess if there are any children who need any additional support or strategies put in place to help regulate their behaviour.

Nursery Behaviour policy

Rules

In Nursery we are KIND.

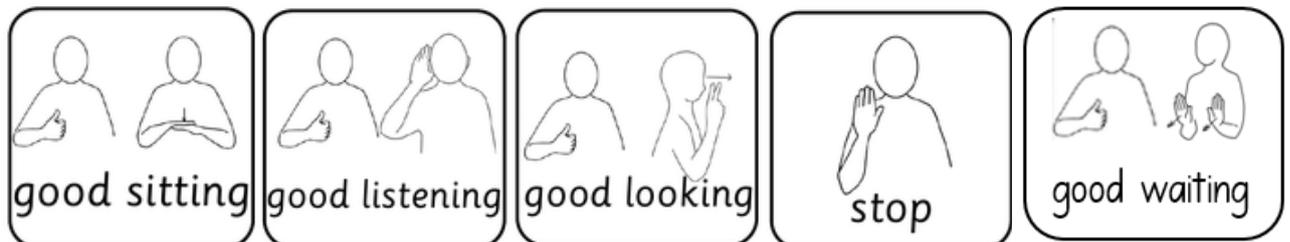
Keep our hands and feet to ourselves.

In Nursery we look after everything and everyone we play with.

Never forget our manners (please and thank you).

Do good sharing with our friends.

In nursery we will support the children to be KIND by having visual prompts displayed on the board as Makaton symbols and through staff demonstration and explanation. The five symbols displayed will be referred to daily, as part of our good practise in Nursery. These are:



Rewards

- praise
- stickers
- sharing with parents
- certificates
- happy face on your picture

Consequences

- verbal warning
- stop and think (showing the stop signal as a visual cue)
- two minutes time out, discussion about Nursery rules and the importance of doing the right thing.

Date: September 2025