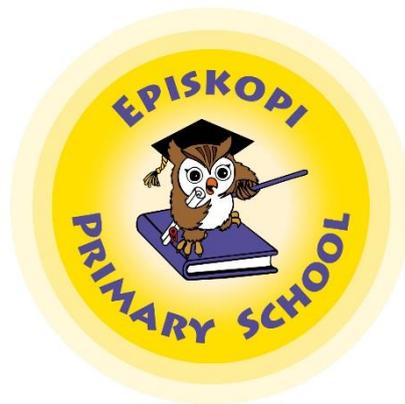


# BEHAVIOUR POLICY STATEMENT



At Episkopi School we aim to promote positive behaviour in all our pupils by encouraging good conduct and by creating an environment in which it can flourish, in which children are encouraged to take responsibility for their own behaviour. This is mainly promoted by our 'Can Do' philosophy, but is supplemented by each teacher and LSA through classroom 'Circle Time', SEAL Units, Learning Wizards and through school assembly themes. It is the responsibility of all members of staff to support the behaviour policy at all times.

School rules are as few and straight forward as possible. They aim to create a safe and friendly environment for all pupils. At admissions meetings, pupils and parents are told about the three school rules:

1. Be kind
2. Look after things
3. Do your best

## **In the classroom**

- Children are expected to follow the rules that are displayed in every classroom.
- Children come into the classroom calmly, ready to listen and participate, able to focus and concentrate on the lesson.
- Children are motivated, excited and engaged by learning.
- Children are self-disciplined and ready to start learning straight away.
- Children show resilience when they are tackling challenging activities.
- Children know that taking risks and making mistakes are part of the learning process.
- Children aim to be active, independent, creative learners.
- Children are aware of how to improve their learning, through target-setting, focused marking and self-assessment.
- Children are able to make links and apply what they have learned in other areas.

## **Moving around the School**

- Children should move sensibly and quietly about the school and without running.
- Children must enter and leave the hall quietly at Assembly and P.E. times.
- Children should not enter classrooms unless a member of staff is present.
- Children should not re-enter classrooms during break times or at the end of the day.
- Children should understand and be aware of our high expectations for all.

## Break times

- Clear areas are identified for different types of play; the rules and guidance are clearly visible.
- Children should stay on the main playgrounds and not play behind buildings or in the toilets, play areas are clearly marked.
- Children should walk through the corridors - they should be reminded to go around or asked to come back to the teacher/ILSA/LSA and walk sensibly if they are not following the rule.
- Children playing on the South playground are asked to walk around the Car Park.
- Children playing on playground equipment must have dedicated supervision to ensure they can play safely.

## Behaviour Support and Consequences

This list is a continuum, which will be moved through if a pupil's behaviour is not changing accordingly.

- The teacher/ILSA/LSA speaks to the child and points out why the behaviour is unacceptable. (Positive praise will be used to encourage children to respect the school rules).
- Support is available by the ELSAs or SENCo as appropriate.
- Clearly visible description of rewards and consequences is good practice, e.g.

### Possible Rewards for making Good Choices

- \* Pride Point/Smiley Face Charts
- \* Verbal praise.
- \* A smiley face or sticker.
- \* Star of the Week.
- \* Reward Certificate from the Head or Deputy.

### Possible Consequences of Making Wrong Choices

- \* Verbal warning.
  - \* Move seats.
  - \* Minutes off Golden Time.
  - \* Sent to Phase Leader.
  - \* Work sent home to complete.
  - \* Informal phone call home.
  - \* See Headteacher or Deputy Headteacher, formal meeting with parents.
- If unacceptable behaviour persists then a **range of strategies** are used, e.g. moving the child to another seat within the classroom.
  - The teacher will consult with the Phase Leader and possibly the SENCo, and the child may be placed on the Additional Support List. If the problem persists a Behaviour Contract will be agreed between the class teacher, child and SENCo and shared with the parents. A child with a Behaviour Contract will be tracked through Pupil Progress Meetings.
  - If the child continues to break their contract they will be sent to the **Deputy Headteacher** or **Headteacher** with a note of explanation. Key Stage 1 children will be accompanied by an adult.
  - The parents will be informed by the HT/DHT/SENCo of persistent unacceptable behaviour. Parents will be formally invited into school to discuss the situation, and support the school.
  - A **report book** may be sent home daily so that teacher and parent can communicate.

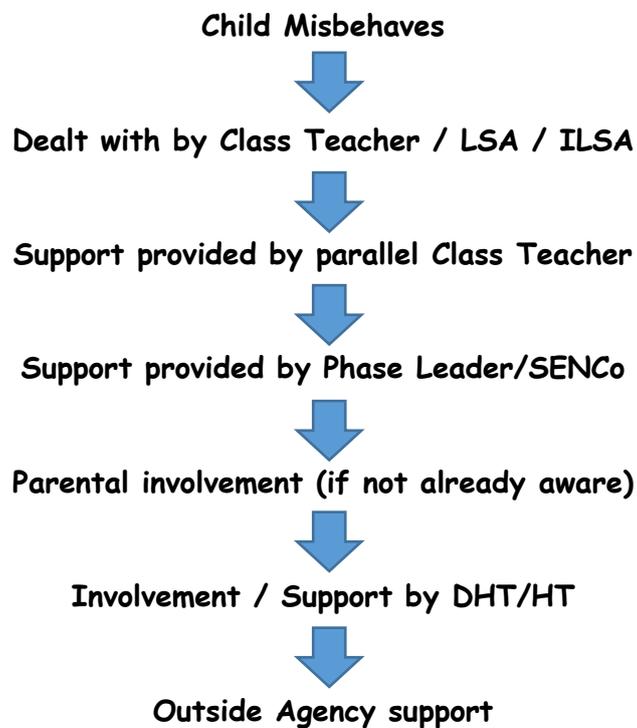
- The parent will be requested to come to school **weekly** to discuss **progress**.
- The HT/DHT/SENCo may suggest to the parents that **outside agencies** be approached e.g. Speech Therapist, Educational Psychologist, SSAFA, CAMHS or Educational Social Worker, etc.
- If at any stage, an incident occurs where another child or adult is subjected to an act of violence, the HT/DHT may **decide to exclude a child for a fixed time**. This is an extreme step and the Chairman of the Governance Committee and the School Improvement Partner and Educational Psychologist will be informed immediately. **A special meeting will be held to decide on the child's future at school.**

### Hierarchy of Discipline

This flowchart shows the hierarchy of discipline to be followed for low level, everyday misbehaviour.

For serious incidents involving bullying, racist comments, physical violence, HT/DHT should be involved at once.

At any appropriate stage, SENCo can be consulted and outside agencies involved as necessary.



*Policy Reviewed September 2017*