

Statement of Procedures

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment in which everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and in a consistent way.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points.
- Teachers give out well done stickers.
- Each week, we nominate children from each class for celebration assembly.
- Each person celebrated in assembly is awarded a head teachers sticker.
- Celebrations are recorded in the celebration book kept on display in the library and acknowledged through a Dojo message sent to the parents/carers
- We distribute 'well done's' to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We celebrate 'golden moments' of good behaviour, kindness and good work by sending the child to a buddy class or member of the SLT for praise.
- KS2 use a class based electronic reward system (Class Dojo) for responding rapidly to pupils demonstrating positive learning behaviours.
- Early years and key stage 1 use a system of moving children's names on pegs upwards, for example on a caterpillar or superhero board, in order to reward positive behaviour.
- Key stages 2 reward good work and positive behaviour by awarding house points.
- Classes may also incorporate their own mini reward systems such as stickers, raffle tickets etc.
- Parents of children in Early Years, Key Stage 1 and Key Stage 2 will be communicated with via Class Dojo to share positive work when they have been named in the Gold book.
- The school acknowledges all the efforts and achievements of children, both in and out of school through assemblies and displays.

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 have an agreed consequence staircase which outlines a graded response to misbehaviours

- 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.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher employs a range of strategies to reprimand and re-engage the pupil. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down, and can work sensibly again with others. It may be necessary for a member of SLT to remove the child from the class when it is felt that the child's disruptive behaviour constitutes a risk to others or makes learning for the rest of the class impossible. We have a designated nurture room that provides a base for pupils to calm down.
- We understand that children can communicate an unmet need through their behaviour; either challenging and disruptive or quiet and withdrawn. In accordance with the Equalities Act (2010), we will make reasonable adjustments where the behaviour is as a direct result of a disability or special educational need, or as a result of adverse childhood experiences (ACE) or trauma.
- Incidents of poor behaviour choices are recorded in order for us to spot trends / triggers. We seek to work in partnership with parents and carers to address poor behaviour choices and where appropriate may seek advice from professional outside agencies.