

The staff and governors believe good behaviour is a necessary condition for learning and teaching to take place.

Aims

The aims of this policy reflect the aims of our school which in turn reflect the 5 outcomes of Every Child Matters i.e.:

All pupils will:

- Feel happy, safe and secure within the school environment
- Have a sense of well-being – physically, mentally and spiritually
- Be motivated to become life-long learners and achieve high standards
- Respect themselves, others and the environment and take responsibility for making a positive contribution
- Acquire the skills to be flexible and adaptable with long term view of earning a living in the 21st century in a multi-cultural society.

At Porter Croft all pupils will:

- Respect Themselves
- Respect Others
- Respect the Environment

Code of Conduct

Our aims are supported by 5 rules which form the Code of Conduct:

- Listen to each other
- Be kind and helpful
- Look after things
- Be ready to work and do your best
- Be patient and wait your turn

Promoting Good Behaviour

At Porter Croft we promote good behaviour through:

- Encouraging children's self-discipline
- Helping children to value themselves
- Looking for and reinforcing good behaviour
- Expecting good behaviour
- Raising children's self-esteem
- Values-led education

This is achieved by:

- Giving smiles and praise
- Giving green cards
- Providing a range of class/key stage rewards
- Giving children responsibilities
- Giving individual positive targets
- PSHE/SEAL activities

- Children being chosen for weekly 'Good Learning' assembly
- Giving the Citizenship Award to children who uphold the school values

We acknowledge and stress the importance of building relationships with children and we are committed to modelling patterns of good behaviour for them. We also emphasise children's own good behaviour as a model for others.

Emphasis is placed on children learning self-discipline in a calm and purposeful atmosphere, rather than because they are being constantly chided.

Green Cards

Children who uphold the Code of Conduct and have regard to the school values may be rewarded with green cards. These are recorded on class charts. Individual children will have to collect an agreed number of cards for a treat.

FS2	5 cards
Y1/Y2	5 cards
Y3/Y4	7 cards
Y5/Y6	8 cards

The children will be rewarded with a prize and announced at the weekly good learning and achievement assembly.

Citizenship Award

Each term class teachers will choose a child from their class who, in their opinion, has upheld the Code of Conduct in an exemplary way and modelled the values that are promoted throughout school. Winners of the award will receive a trophy to take home, a letter to their parent and a certificate.

Incident records

Children who do not uphold the Code of Conduct will be:

1. Tactically ignored
2. Spoken to
3. Given a clear choice using 'Stop! Think! Choose!' strategy
4. Given a final chance
5. Moved to another seat/part of yard
6. Moved to another class (for a given time)

Further action may be taken as follows:

- Some incidents may result in the child missing one or more playtimes.
- All incidents that are racist in nature will be recorded and passed to the headteacher/deputy head who will record it on RHIMS according to Sheffield CYPD policy.
- Where another child has been injured as a result of another child's inappropriate behaviour, the child will be sent to the headteacher/deputy. The parent/carer will be notified of the incident.
- A child may be asked to reflect on his/her behaviour by completing an activity with the Learning Mentor
- Incidents that have not been witnessed in full by an adult will be thoroughly investigated so that all involved parties agree to the sequence of events
- We operate a zero-tolerance policy to all fighting, including playfighting and aggressive behaviour that provokes others. Any incidence of fighting behaviour will result in the child missing recreational time. The general rule for this is that Key Stage 1 children will be asked to take a time out by standing at the wall and Key

Stage 2 children will be placed in lunchtime detention. This is to give the children time to reflect on their actions. In the event of repeated or serious incidents, parents may be contacted with a view to taking the child home for the rest of the day. Additionally, if a child is repeatedly placed in detention, parents will be contacted to arrange a meeting to discuss their child's behaviour.

- On rare occasions, it may be necessary to restrain a child in order to maintain their own safety. Whilst physical intervention may sometimes be necessary it is a last resort. In the event of such a need, safe handling techniques are used. Staff have had professional training in the use of these techniques.
- On very rare occasions, an extreme behavioral problem or incident may lead to a fixed, long-term or permanent exclusion.

Where a child is regularly having incidents of unacceptable behaviour recorded, indicating a change in their normal behaviour, then a Target Report Card will be issued.

Target Report Cards

- The Target Report card replaces the index cards. The date of issue is recorded on it.
- Report cards may be issued by the head or deputy, or the class teacher (after consultation with the head or deputy). Targets will be explained and agreed by the child.
- Parents will be informed orally or, if this is not possible, by 1st class post that a Target Report card has been issued and given the opportunity to arrange an appointment to discuss.
- Children using a Target Report card will be listed in the staff room. This is to enable all staff to offer support for the child on report.
- Every break time and lunchtime children must hand in their Target Report Card to duty staff at the start of break times for completion at the end of the break time.
- A child who fails to hand in his/her card at break time will have this recorded on the card.
- Parents/carers will be expected to sign the Target Report Card each evening
- Target Report Cards will be used to monitor behaviour over a two-week period. This is the opportunity for a concerted effort to be made in turning around the behaviour. Where there is no discernable change/improvement in behaviour at the end of the two weeks, the situation will be reviewed. A Pastoral Support Plan (PSP) may be issued.

Pastoral Support Plan

A Pastoral Support Plan is a 16 week school based intervention to help individual pupils manage their own behaviour. It is for pupils who are having difficulty following the school Behaviour Policy and for pupils who are at serious risk of a fixed, long-term or permanent exclusion.