

Behaviour Code Levels of Inappropriate Behaviour and Related Consequence

STAGE 5	Behaviours include: <ul style="list-style-type: none"> Repeated racism or prejudice Aggressive, violent or reckless behaviour which puts others or yourself at risk Failure to respond to or comply with adults after initial incident 	CONSEQUENCE: External exclusion Letter to parents Reported to governors
STAGE 4	Behaviours include: <ul style="list-style-type: none"> Repeated rudeness Threatening or intimidating others, e.g. swearing Stealing or deliberately damaging school's or others' property Racism or prejudice 	CONSEQUENCE: Internal exclusion Letter to parents Play or lunchtime missed
STAGE 3	Behaviours include: <ul style="list-style-type: none"> Lack of co-operation with any adult Teasing or unkindness over time Playing unkindly or unfairly over time Deliberately hurting someone, physically or verbally Swearing at someone 'in heat of the moment' 	CONSEQUENCE: Senior member of staff involved Parents informed Play or lunchtime missed
STAGE 2	Behaviours include: <ul style="list-style-type: none"> Talking back to adults Unkind comment to others, e.g. about work or appearance Not respecting property, e.g. going into others' drawers Ignoring or excluding someone more than once Repeated Stage 1 behaviour 	CONSEQUENCE: All or section of play or lunch missed Class teacher informed (if not directly involved)
STAGE 1	Behaviours include: <ul style="list-style-type: none"> Talking on carpet Not 'sitting for learning' Getting carried away in a game Interrupting others' learning/ creating distractions One-off ignoring or excluding someone 	CONSEQUENCE: Warning given Class teacher informed (if not directly involved)

Batheaston's Positive Behaviour Policy

We praise and reward our children for positive behaviour that upholds our School Code. We all (children included) actively look out for children being kind, considerate, hardworking and for achieving their goals. We have high expectations of the conduct of our whole school community and adults consistently model the skills that we encourage the children to develop too. If a teacher wants to draw the children's attention at the beginning of a lesson, she may say 'I really like the way in which Danny is sitting. He looks ready to learn!' This statement will have the effect of encouraging the other children to get ready too.

How we say 'well done' and reinforce the positive community ethos:

Specifically noticing and pointing out the behaviour that we encourage. Praise is used clearly and specifically. We discourage over praising, eg 'What an amazing effort!' if it hasn't been what we expect from that individual child.

House system: all children belong to one of our 5 Houses (siblings are grouped in the same house as each other). Points are awarded for many positive reasons, from sporting success to academic effort.

Children are encouraged/nominated to volunteer for responsibilities and roles around the school. These roles increase as the children get older but everyone can get involved. For example, Class 1 children are taught to deliver the register and lunch choice list. By Year 6, some responsibilities are obligatory, eg Special Friends. By taking on a role, eg Play Leader, Peer Mentor or Librarian, children get to practise and develop excellent social skills and learn life skills such as perseverance and responsibility. It is their school and so crucial that the children help to maintain and build on the community's productive and happy ethos.

Stickers, notes home, certificates, phone calls on a Friday, 'Winners' Row', visits to the Head or Deputy Headteacher are all successful strategies in our school. Some strategies are used as age appropriate or are teacher's personal favourites but most are consistently used across the school. We review and discuss regularly so that the reward system consistently fits our school. All

adults are encouraged to present stickers and house points, not teachers only.

Teachers' Awards, presented weekly at our Sharing Assembly

Recognition of special individual achievements – Achievements Assembly, which include certificates (academic, sporting, achievements at home or for a hobby etc)

Headteacher's certificates – presented for academic success, achieving personal goals and for when children act as ambassadors for our school (guides for visitors or taking part in sporting tournaments, for example).

STEP (Sorry, Thank you, Excuse me, Please) awards – presented to children for consistently being polite, helpful, empathetic and considerate. Children are nominated in secret by any member of staff so it comes as a lovely surprise to them!

Special stickers are awarded by the Lunchtime staff and we also occasionally run other lunchtime systems which the SMSAs run.

Care and tidiness in our classrooms is carefully monitored by staff and each week, the winning class is awarded a trophy by our premises team, Phil, Sandra and Bert.

We know, from children's and parent feedback that it is very significant for a child to be recognised for an award because it is clear that she or he will have had to work incredibly hard to achieve it! We appreciate the support from parents who reinforce the pride and praise when these achievements are shared.