

Introduction

This document is a statement of the aims, principles and procedures for behaviour in our school. It clearly supports the school mission and complies with Section 89 of the Education and Inspections Act 2006.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of LEA, governors, parents and others in the community.

We believe it is vital to foster good relationships between every member of our school community.

It is the duty of all concerned to ensure that this policy is carried out consistently with a sense of equality and fairness at all times.

PRINCIPLES

All Members of the School Community which includes teaching, non-teaching staff, parents, pupils and governors work towards the school's aims by:

- Esteeming children and adults as individuals and respecting their rights, values and beliefs
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying or harassment
- Helping to develop strategies that support good behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another

Pupils contribute to the school aims by continuing to develop the school's code of behaviour through the work of the School Council.

Parents support the school's behaviour policy by accepting responsibility for the conduct of their children at all times.

The Management Team, Governors, Headteacher and Senior Staff, work towards the school's aims by monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.

The Aims of the Behaviour Policy

It is the aim of the school to determine standards which are fair, and consistent, that are maintained by all concerned. The policy aims to develop clear guidelines to maintain high standards of behaviour and learning. The school encourages good behaviour through

- Developing a system of rules for good behaviour and responsible citizenship
- Cultivating in pupils an acceptance and recognition of responsibility for their own actions
- Assisting pupils to understand the consequences of their own decisions
- Promoting awareness of how personal behaviour affects others
- Developing self discipline and mutual respect
- Giving positive support to both victims and perpetrators of inappropriate behaviour
- Promoting understanding and development of the individual
- Fostering an appreciation that effective standards of behaviour contribute to the development of high standards of learning and achievement

Code of Conduct

The behaviour expected of all members of the school community is that **everyone should act with courtesy and consideration to others at all times**

This means that we:-

- Look after everyone and everything in our school
- Be happy to listen to others
- Try to do our best work
- Be friendly and polite to everyone in school
- Keep hands, feet and other objects to ourselves

Rules & Routines

The School Council agreed the following school rules:

- Don't bully others
- Always walk around school
- Show respect to others
 - to other people's belongings
 - to school property
- Be polite and use good manners at all times
- Stay in school from when we arrive to when we go home, and never leave school without permission
- Always listen carefully and do as we are told
- Keep our hands and feet to ourselves

These rules will be promoted through displays, publications, assemblies and direct reference during the daily life of the school.

Rewards and Strategies for Encouraging Appropriate Behaviour

Rewards are used consistently as an integral part of our positive approach to children. They are used as a means of encouraging good behaviour and academic attainment.

Appropriate and consistent teacher praise for good work and behaviour helps to develop children's self esteem, creates a positive atmosphere in the classroom and promotes a sense of 'belonging'.

Each class is encouraged to have its own reward systems that are clearly understood and support the school Code of Conduct.

Rewards used in school may include the following:-

The following stages should be used on a progressive basis

1. Non-Verbal Encouragement

- Smile
- Thumbs up
- Recognized signing

2. Personal Encouragement

- Praise with reference to rules and routines
- Smiley face or written comment on work
- Specific one-to-one verbal praise

3. Shared Encouragement

- Praise with reference to rules and routines
- Share good work/behaviour with class, group, other class, staff and Headteacher
- Tell child to inform parents, staff see parents, or inform family or support agency
- Acknowledgement of new level of achievement
- Class or group target setting
- Encourage children to praise each other
- Whole school target setting

These stages should be used sparingly using professional judgement

4. Rewards

- Stickers, stars, smiles, faces
- Few minutes extra playtime
- Show work to a member of staff other than class teacher
- Informal comment to parent
- Display work in class or work area
- Special treat or activity

5. Special Rewards

- School certificate given out during School Presentation Assembly
- Additional praise from other staff
- Golden time
- Choice of reward
- Token gift
- Display work on best work board
- Headteacher awards

6. The Ultimate Treat

- Visit Headteacher personally
- Head/Deputy to visit work area
- Parents invited in to chat or look at work
- Photocopy of work or letter may be sent home

On occasion consultation with the special needs co-ordinator and headteacher will be helpful and/or necessary.

Sanctions

There will be times when pupils may disrupt themselves and other pupils thus preventing effective teaching and learning.

An appropriate set of consequences is important for a well-managed school, where all pupils clearly understand what will happen when they misbehave. It also provides pupils and teachers with the security of knowing that all pupils will be dealt with fairly, as the rules, rewards and sanctions are applicable to all.

Sanctions are used in school to correct inappropriate behaviour.

The school operates a fresh start approach when dealing with inappropriate behaviour and promotes appropriate resolutions and reconciliation.

Sanctions used in school may include the following:-

The following stages should be used on a progressive basis.

May 2015

Review: May 2016

1. Non-Verbal Discouragement

- The look
- Visual signs and prompts
- Body language

2. Personal Reminder of Expectation

- Verbal reprimand discretely with reference to rule or expectation state if possible what has been achieved
- Comment on standard of work – is it his/her best effort?
- Dissatisfaction expressed with reference to behaviour or work and not to the child personally

3. Personal Discouragement

- Repeat dissatisfaction with work or behaviour and state consequences eg remove to work alone until task completed
- Refer child to another member of staff if misbehaviour occurs frequently
- Time out
- Moving places
- Record on class behaviour log (teacher records concern)
- Visit by Headteacher

These stages should be used more sparingly using professional judgement.

4. Sanctions

- Loss of playtime to repeat or finish work
- Loss of privileges
- Child placed on report by class teacher
- Verbal reprimand by senior staff & judgment made as to whether to be entered into school behaviour report log
- Complete detention paper
- Contact with parent where appropriate

5. Severe Sanctions

- Three entries in School Behaviour Log leads to visit by child to Headteacher; parents being informed; meeting with staff to discuss. Child excluded from playtimes
- Develop individual action plans/programmes with SEN Co-ordinator/Headteacher
- Possible involvement of outside agencies – record on Service Involvement Request Form
- Child placed on report by Headteacher

6. Final Sanctions

- Review action plans with child and parents, emphasise serious nature and review weekly
- Exclusion (LEA policy on exclusion)

Guidance for Staff

Out and About the School

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:-

- Start the dialogue
- Greet pupils
- Deal with all misbehaviour – to ignore it is to condone it!
- Set high standards of speech, manner and dress
- Enjoy relating to pupils

BEHAVIOUR POLICY

In the Classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:-

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Mark all work promptly and constructively
- Set homework regularly to schedule
- Encourage creative dialogue – confidence in discussion is important
- Keep an attractive, clean and tidy room
- Maintain interesting wall displays
- Use first names

Please never leave pupils outside rooms. Seek help if you need it.

Always apply school rules positively.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect. Expect to:-

- Apply school rules uniformly
- Work to agreed procedures
- Insist on conformity and school uniform
- Be noticed and discussed, in school and at home
- Follow up problems to their conclusion

The majority conform and are co-operative. Deal immediately with the few who present problems.

- Establish your authority firmly and calmly
- Separate the problem from the person

Only if you cannot resolve a problem, refer it on to a senior staff member. Make sure it is pursued to a satisfactory conclusion.

Don't React – Address the Problem

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly

If there is a pupil who is giving cause for concern, staff should consult the policy or a colleague as a means of support. It is important to keep dated records as these assist in identifying causes, trends of behaviour and helps when seeking solutions.

Encourage pride in the school:-

- Insist on a clean room
- Teach in tidiness, encourage tidiness
- Insist on litter-free buildings and site
- Deal with offenders: to ignore is to condone!
- Report damage immediately

BEHAVIOUR POLICY

Severe Behaviour Problems

This means:-

- If a child wilfully inflicts physical harm
- If a child wilfully destroys property
- If a child refuses to do what is requested of them
- If a child engages in behaviour that disrupts or stops the class from functioning

The following action will be taken:-

- Child is removed from the area
- Other pupils made aware that they do not engage with the child
- Child is provided with appropriate task
- Child is supervised during withdrawal from the area

Because of our concern to help the child, we will always be on the lookout for any display of good behaviour and achievement, however small.

Praise and reward used appropriately, is worth far more to the child than any other action we impose.

SEN

The most sensitive, cost-effective and therapeutic provision for children with emotional and behavioural difficulties comes about as a result of early intervention and targeted provision.

Where a child has specific needs, these should be taken into account when applying the school policy for behaviour. Consultation with the SENCO is essential.

Supporting Documentation

Copies of the following documents can be found in the Headteacher's office.

- Home/School Agreement
- Lunchtime Policy
- Attendance and Exclusions Policy
- Primary Behaviour File
- LEA Behaviour Handbook
- Turn Your School Around
- SEN Policy
- Care and Control Policy