

BEHAVIOUR POLICY

“Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning.”
OFSTED

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and team in a friendly, safe and helpful school.

Aims

The school wishes to encourage each individual to be happy, confident and enjoy self-esteem whilst displaying a willingness to cooperate with and to show consideration and respect for others.

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour

- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Obey school rules and listen to teachers' advice
- Be aware of the sanctions to be used if rules are not obeyed
- Be appreciative of their environment and care for it

Rules

To help protect our rights and to encourage responsibility, we have basic rules for all our school community. Our 'Class Rules' address those explicit behaviours that show respect and caring towards each other. The class rules have been drawn up and 'owned' by the people involved. They are displayed in each class.

These class rules, or class charters, emphasise the DO DON'T behaviours such as, for example:

do be gentle don't hurt anybody
do be kind and helpful don't hurt peoples' feelings
do be honest don't cover up the truth
do work hard don't waste time
do look after property don't waste or damage things
do listen to people don't interrupt

Praise for the displaying of required and acceptable behaviour will be given to all pupils. An agreed hierarchy of sanctions is in place and pupils and parents/guardians are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Head, in consultation with the staff, feels that the sanctions are not working for a particular pupil. Continued attention is drawn to the rules and the sanctions in order to keep them in the minds of the school community.

Adults act as role models to our pupils and are careful to show kindness and consideration and to avoid humiliating or belittling children. The development of privileges for everyone is encouraged; these may then be withdrawn should rules be broken after an official warning has been given.

Playtimes

We expect the same rules will apply at playtimes and that children will respond to the

supervision of support assistants and SMSAs (School Meals Supervisory Assistants).

Additional privileges are offered by these assistants (e.g. use of basketball equipment, special lunchtime table, stickers).

Sanctions

Golden Time is a special half hour offered to all children every week. Blocks of 1/2/5 minutes can be removed. The child can also gain back time. Golden time will be something educational such as art, ICT, listening to a story, model making, games.

Hierarchy of Sanctions

1.
Draw attention to inappropriate behaviour through verbal communication (used three times).
2.
(a) Time out from golden time – up to 15 minutes
(b) Time out from playtime 1-10 minutes (supervised) and/or
(c) Loss of responsibility
3.
Report to Key Stage Coordinator or Head of School or Executive Headteacher – 3 recorded visits.
4.
If behaviour persists, the pupil is put on report for a week. During this week, behaviour is recorded (including positive behaviour). Parents are informed (written letter).
5.
Letter to parents asking them to visit Head: to discuss the behaviour of the child. An additional report card is introduced and agreed. Successful conclusion completes hierarchy and the pupil begins again. Continuing problems will lead to an individual behaviour plan.

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Behaviour Plans

Pupils with specific behaviour difficulties will have individual behavioural targets agreed by the class teacher, the pupil, the Learning mentor and the SENCO. These targets will form part of the individual behaviour plan which will be monitored by the SENCO and parents/guardians will be asked to agree and sign the plan. The behaviour plan will include:

- Purpose discussed and agreed
- Requirements prioritized
- Targets set
- Steps and rewards agreed and buffer action (What happens if there is an outburst?)
- Positive feedback given to pupil and to home

Records are kept about each plan. Pupils with an IEP for behavioural difficulties may also have a positive behaviour diary which celebrates their good behaviour and honesty.

Exclusions

Exclusions are directed by Government guidelines and each case will be judged on its own merits. The need for exclusion is determined by the Head Teacher and may follow a single, very serious event such as behaviour endangering self or others, abusive behaviour towards adults or children, serious abuse of property or may follow a protracted programme of action designed to improve behaviour.

Rewards

Rewards and praise are the most important responses at the teacher's disposal. When praising, teachers focus specifically on what they are praising. Examples of positive praise include:

- Golden Time – free choice
- Award of points for the house team -
- Comments or smiley faces in children's work
- Public praise in front of peers and celebration in assemblies
- Reward stickers/certificates for particular achievements
- Opportunities for greater responsibility in school
- Specific privileges in use of school facilities or equipment

Pupil Responsibility

We believe that pupils can best help to develop their own self-discipline and self-esteem by undertaking an increasing number of responsibilities as they progress through school. e.g: Y6 Hall chairs at lunchtime and assembly times, monitors in lower school classes and pupil leadership activity.

In addition to this, pupils will be afforded the opportunity to choose certain things during the course of the school year, such as where they would like to sit, which activities they would like to pursue at certain times etc. Such privileges can be withdrawn or amended at the teachers' discretion.

Home/School Partnership

Cooperation between home and school is conducive to good behaviour and effective teaching and learning. Both home and school should seek to support each other for the benefit of the child and both should appreciate their respective contributions to the shared goal. It is our expectation that parents will support this policy. School recognises that parent/guardians are the first educators of their children and respects the continuing input of the home. To formalize this partnership, a Home/School agreement will be made on entry to Nursery. The Home/School agreement for the main school will include our Internet Access Agreement.

Role of Leaders

The key stage leaders have overall responsibility for behaviour of pupils within their key stage, and are responsible for ensuring that the policy is followed by their staff.

Role of the SENCO

The coordinator should be kept informed of any issues of behaviour management within the school and will be responsible, together with the Head Teacher and any outside agencies, for setting targets, monitoring progress and giving or seeking advice. She/he will not be responsible for exclusions.

Role of the Governing Body

The Governing Body is responsible for the policies within the school and is kept informed of any and all issues relating to their policies. The Governor with specific responsibility for SEN will be informed by the Head Teacher of specific problems relating to behaviour and of any exclusions which may occur, information pertaining to the latter to be in written format. Any information relating to the behaviour of individual pupils is always confidential.

Guide, hold, release principle

In circumstances where children are behaving in such a manner as to:

- Harm themselves
- Harm other children
- Harm staff
- Harm property
- Commit a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Engage in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere,

then the procedure is to:

1/ Diffuse the situation

2/ Guide to safety.

3/ In extreme circumstances it may be necessary for the safety of the child, other children or staff for trained staff to 'hold safely then release'.

Incidences of having to 'hold safely then release' are recorded in school in the serious incident book.