

Behaviour Policy

Purpose of Behaviour Policy

A clear behaviour policy:

- supports and promotes the school's vision statement
- creates an academic environment conducive to high standards and educational improvement
- develops good personal, social and moral attitudes
- develops children's independence, high self-esteem and a respect for others so that they are able to take responsibility for their own actions
- develops co-operation and a school environment supportive of good behaviour.

Aims

Through behaviour policy we aim to:

- ensure a consistent approach throughout the school and in all areas of school life
- ensure that individual pupil's needs are taken into account
- provide clear parameters for behaviour structured around the 'Golden Rules' which will be applied consistently in all areas of school life
- develop children's self-esteem and confidence through a clear system of rewards and reasonable and realistic sanctions
- develop a co-operative approach to behaviour
- give parents a clear understanding of what is expected from children and how they can support their child
- work in partnership with parents over any behaviour issues from the earliest appropriate time
- develop ownership of the policy by the whole school community
- develop a clear link between behaviour and educational improvement
- base the behaviour systems on choices and consequences making children responsible for their behaviour
- when discussing a child's behaviour refer to the behaviour rather than the child

Responsibilities:

Staff:

All staff share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head teacher has overall responsibility for ensuring positive behaviour.

Staff will keep a log of any incidents of behaviour on the central system and inform parents of any concerns and involve them in the implementation of procedures. The Headteacher is responsible for monitoring the log.

Parents:

Parents have a responsibility for ensuring they support their child in meeting school expectations in respect of positive behaviour. All parents are expected to sign the home school agreement.

Pupils:

Pupils need to be responsible for their own positive behaviour and meet the expectations set out by the school.

Guidelines

The school behaviour policy has been developed by a process which involved pupil participation at all stages. Through discussions with children the school created six Golden Rules for behaviour and a series of rewards and sanctions. The Golden Rules are displayed in each classroom. Classes may also develop their own class chart as part of the SEAL unit 'New Beginnings'.

GOLDEN RULES

We are gentle

We are kind and helpful.

We listen.

We are honest.

We work hard.

We look after property.

Individual rewards for keeping the Golden Rules.

Stage 1 Verbal praise

Stage 2 House point or special privilege given at the discretion of staff member

Stage 3 Head teacher certificate. Special table.

Responding to low level disruption

It is, of course, necessary to sanction children who consistently break the Golden Rules. These sanctions are not intended to humiliate or make an example of a child. The aim is to help the child think about his/her actions and take responsibility for changing their behaviour.

Stage 1 Verbal – Praise is given to pupils displaying expected behaviours. Attention is not given to children displaying inappropriate behaviours nor is eye contact made.

Stage 2 – Three warnings are given. Again, eye contact should not be made the child and learning should not be interrupted. If behaviour continues on the third strike the child's name will be placed on the board and stage 3 sanctions will be put into place.

Stage 3 - For mild problems (see appendix 1) - Loss of minute/s of break. Behaviour incident log completed by the teacher and filed in central system (appendix 2)

Stage 4 - For persistent mild behaviours problems (see appendix 1) Loss of minute/s child to be sent to another class for ten minutes. Behaviour incident log completed by the class teacher. The child also completes a behaviour journal during playtime. (appendix 3)

Stage 5 - For serious problems (see appendix 1) child will be sent to the Head teacher. This may result an informal discussion with parents.

Stage 6- Formal discussions with parents resulting in a structured plan of action to curtail child's behaviour which may involve outside agencies.

Stage 7 – Physical Intervention may be required if a presents a risk to themselves or others.(See Physical Intervention Policy)

Stage 8 – Exclusion when the child is continually violent or offensive towards a member of staff or pupil in the school. Only in extreme cases will exclusion take place. (See Exclusion Policy)

NOTE: Raised voices should only be used for safety matters.

Reference to other related policies

Anti Bullying Policy

Exclusion Policy

Physical Intervention Policy

Tackling Extremism and Radicalisation Policy

Monitoring

Aims to ensure consistency throughout the school to monitor the effectiveness of the policy on children's behaviour and attitudes.

The school monitors the implementation of the behaviour policy in the following ways

- Reviewing and evaluating policy and procedures annually in the Summer term.
- A record of incidents to be kept regarding individual children, using levels of behaviour check list (appendix 1).
- Representative of the school governing body to observe through learning walks and report back to full meeting.

- Individual education and behaviour plan reviews to be monitored to measure effectiveness of strategies put in place to moderate behaviour.

Appendix 1

EXAMPLES OF BEHAVIOUR

Mild

- Interrupting.
- Being impolite.
- Talking or pushing in line.
- Distracting other people.
- Not following adults directions.
- Being too noisy
- Answering back to the teacher
- Hitting someone in a temper - overreacting
- Scribbling on someone elses work
- Spitefulness and being unkind in language and actions
- General antisocial classroom behaviour, i.e. lack of social skills

Serious Problems

- Obscene language or gestures including swearing
- Wilfully disobeying the teacher, eg running away
- Arguing with the teacher
- Stealing from another child or adult
- Damaging school property
- Verbal/Physical bullying
- Racist language and remarks
- Fighting

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PRE SCHOOL & FIRST SCHOOL
make believe learn achieve

Behaviour Journal (appendix 3)

Name:	Date:
The rule I broke was...	
I chose to break this rule because...	
What I could have done instead was...	
This is what I can do to put it right...	