



Behaviour Policy

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Rationale

High expectations of self-discipline and respect for others and ourselves will lead to tolerance, courtesy and good citizenship. This can be fostered through the development of a practical understanding of tolerance, good citizenship and courtesy by having clear, consistent and equitable boundaries and a strong home/school partnership.

The law states “the school behaviour policy aims to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete their assigned work (learning).”

We at Plympton St Maurice Primary School recognise the above statement and in addition aim for:

- For all adults to have high expectations of behaviour and conduct.
- For children to be respectful towards each other and all adults within our school.
- For children to be self-disciplined and have high standards of behaviour.
- Zero tolerance of any form of bullying (see Anti-Bullying policy)

Guidelines

- The whole school approach to behaviour management aims to ensure that every member of the school community including the children, is fully aware of acceptable and unacceptable standards of behaviour and the rewards and sanctions that must be consistently adhered to.
- Within the school community, all adults will encourage children to be polite, thoughtful of others, respectful and well behaved. Adults will model these behaviours to set an example and frequently discuss acceptable behaviours in assemblies and during class circle time. Catching someone ‘doing right’ is more effective than remonstrating with someone for ‘doing wrong’.
- Although the premise for the management of behaviour is at all times positive, we recognise that there are behaviours that are unacceptable in our school.
- We will follow the principles and guidelines for children in danger of Exclusion.
- The agreed principles and guidelines set down in the Local Authority Guidance on the Removal of Pupils from a School Site and the decision to exclude will be followed in exceptional circumstances that are beyond the control of the school.

It is noteworthy that the Department for Education Behaviour and Discipline in Schools (Feb 2014) document states:

“Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.”

Whole school expectations are to be displayed prominently in each classroom and referred to by the children and adults (including supply and student teachers). Children will be frequently reminded of the high standards of behaviour expected during class and whole school assembly times.

Rewards

Rewards and celebration of good behaviour underpins our whole school approach to behaviour management. Our ethos reflects the importance we place upon everyone feeling good about themselves and seeing the potential of others. Self-esteem and self confidence are central to how we all behave and interact with one another. *Through praise, rewards and celebration we endeavour to focus upon the positive aspects of behaviour.*

Lunchtimes

Each Friday children who have shown good table manners will be rewarded by sitting at the ‘top table’ to have lunch with the Head teacher/Assistant Head teacher.

Lesson Times (& Weekly Awards)

- Constant acknowledgement through verbal praise and facial expression of ‘getting it right’
- Positive comments via text, email, face to face discussion with parents or a note in a child’s reading record book/planner
- Stickers for immediate praise
- Behaviour charts: teachers use clouds (gold, green, yellow and red) that are graded from excellent to unacceptable behaviour to indicate whether or not a child will be included in the daily class reward time.
- Weekly certificates linked to characteristics of learning (Building Learning Power) presented at the weekly Awards Assembly.
- Class house points awarded for good behaviour and making good progress in their learning. The winning house is announced during Friday’s weekly assembly.
- The weekly Award Assembly is also the opportunity for children to share with the school individual talents and successes
- Pupils in Key stage 2, when they are in or exceed the gold cloud are awarded a ticket which is placed in a weekly class draw. The more times the child’s name is ‘in the hat’ the greater the chance of receiving a prize.

Termly Rewards

At the end of terms 2, 4 and 6 children from each class will be rewarded by attending the ‘Always Good Club’. In addition academic progress and good behaviour is recognised by awarding Learner of the Term and Head teacher’s certificates.

Annual Awards.

These are awarded to individual children who are deemed to have made exemplary efforts in:

- *Academic work-Work Shield
- *Team Work-Team Work Shield
- *Citizenship-Community Cup
- *The Arts
- *Behaviour-Behaviour Shield

These categories may change to appropriately to reflect the cohort.

Sanctions

If a child's behaviour is inappropriate and not conducive to learning the following will happen:

1. A verbal warning
2. A 2nd verbal warning
3. Child's name moved from green to yellow cloud on class behaviour chart.
4. Child's name moved from the yellow to red cloud for remainder of the day
5. Child to miss daily class reward time
6. When children who find themselves placed in the red cloud repeatedly within one week, the Head teacher will contact their parents.
7. Should inappropriate behaviour continue an internal seclusion will be put in place.

Lunchtimes

If children are unable to play appropriately at lunchtimes, the following will happen:

1. Verbal warning from Mealtime Assistant
2. Child asked to stand by the wall (minor misdemeanours) and name moved down a cloud in class
3. Child sent to see Duty teacher (Head teacher / Leadership team)
4. Letter or telephone call to parents.
5. Parents requested to provide home dinners during lunchtime period for a specific period of time (eg 5 school days)

Appendix

We recognise that for some individuals and class cohorts, adhering to the whole school policy is a challenge. In these circumstances individual rewards and sanctions will be implemented. In many instances Individual Behavioural Plans will be drawn up in communication and collaboration with other agencies including parents.

References:

Department for Education Behaviour and discipline in school (Advice for Head teachers and school staff) February 2014

Exclusion from Maintained school, Academies and pupil referral units in England 2012