



Consultation:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

This policy was developed by the Headteacher in consultation with all teaching and support staff, the governors, the school council and parents. The purpose of this behaviour policy is to support the educational and emotional well-being of the children and staff. It also ensures that all members of the school community uphold the values of the school.

Aims and expectations

- Encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their own actions
- To enable children to understand that acceptable behaviour is a result of mutual respect, respect for myself, respect for others and respect for property.
- To promote values of honesty, trust, fairness, tolerance, compassion and politeness.
- To promote self-esteem, self-discipline and positive relationships.
- To reinforce positive behaviour and attitudes.
- To establish and maintain approaches to behaviour management which are consistent throughout the school.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Responsibilities:

Children:

- To work to the best of their abilities and allow others to do the same
- To treat everyone with respect and understand that they are a valued part of the school community
- To understand their role and learn to be co-operative and considerate
- To understand and know what is acceptable behaviour
- To be responsible for their own actions and for behaving in an appropriate manner

Adults:

- To make clear our expectations of good behaviour
- To provide a role model and promote the values of honesty, fairness and respect for others
- To have high expectations of themselves and the children
- To emphasise and reward positive behaviour
- To respond to and deal with unacceptable behaviour in a consistent manner
- To recognise that each child is an individual and be aware of his/her needs
- To form a good relationship with parents so that all children can see that they key adults in their lives share a common aim

Parents:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does at school
- To foster good relationships with the school



- To be aware of the school rules and expectations and support the school in the implementation of this policy
- To let the school know as soon as there are any concerns

What do we do to encourage positive behaviour?

Our emphasis is on rewards to reinforce good behaviour; we believe that rewards have a motivational role, helping children to see that good behaviour is valued. A range of rewards are used to encourage positive behaviour:

Rewards:

- Verbal praise and approval
- Each class teacher develops a reward system appropriate to the age range in the class e.g. team points, star of the week, class captains
- Particular good work/behaviour by a class, group or individual child is reinforced and rewarded by the Headteacher, who praises the child (ren) and gives a special Headteacher award and prize
- Playground behaviour recognition rewards
- A celebration assembly is held every Monday morning and certificates/stickers/rewards are presented in assembly for particular achievements
- Rewards for homework/reading at home are presented on a ½ termly basis
- A termly reward assembly is held to recognise good attendance
- Postcards are sent home to celebrate children's achievements with their parents

What do we do if a child makes the wrong choice?

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with all the children involved
- Where possible we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour

Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences will be taken and these will be applied calmly, firmly and consistently.

In class:

- Reminder to make a good behaviour choice
- A verbal reminder/warning
- Time out, moving to a designated area within the classroom
- Missing a playtime to complete work.
- Removal to another class to complete their work.
- Loss of privileges within the classroom/school.
- Behaviour charts with small step targets.
- Referral to the Headteacher or a senior teacher.
- Discussions with parents.
- Formal warning
- Consideration of temporary exclusion

Break/lunchtimes:

- Reminder to make a good behaviour choice
- A verbal reminder/warning
- Time out, 5 minutes standing on the wall (yellow card given)
- Removal from the playground (red card given)
- Referral to the Headteacher or a senior teacher.
- Discussions with parents.
- Formal warning
- Consideration of temporary exclusion e.g. lunchtime exclusion



Individual Behaviour Plans/Special Arrangements

Where children persistently find conformity difficult and their behaviour is impacting upon their own learning and that of others or their behaviour is dangerous, abusive or frightening to other children, other procedures are implemented.

These include:

- Discussion between the Headteacher, Senco and Teacher to devise a range of strategies for behaviour improvement.
- Discussions with parents to inform them and seek their support.
- Forming a SEND support plan to include targets and identified support
- Involvement and advice will be taken from other agencies. These may include Sure Start, Health Service, Educational Psychologist, Behaviour Support Service, Early Intervention provision and the Inclusion Service.
- On rare occasions it may be necessary to impose a fixed term exclusion or as a last resort a permanent exclusion.

There will be very rare occasions when members of staff may need to use positive handling to ensure the safety of the child, other children and staff or to prevent damage to property. Incidents of positive handling will be recorded and parents will be informed.

Monitoring and Evaluating

The Headteacher and Governing Body are responsible for ensuring that this policy is reviewed on a 2 yearly basis.