

BEHAVIOUR POLICY

This policy has been produced in consultation with staff, pupils, governors and parents. It exemplifies our positive, collaborative approach to behaviour and discipline and re-asserts our commitment that all members of the school community are valued equally and are deserving of mutual respect.

Our Values

- As a school, our purpose and reason for being is to enable all children to learn and to make progress without undue hindrance or disruption.
- All members of the school community are valued equally.
- Effective partnership with parents and children underpins all that we do.
- We expect pupils to take increasing responsibility for their own behaviour and learning.
- We accept that as individuals we are all different; we value those differences but also recognise the need for an orderly environment where effective teaching and learning can take place.
- Rules and procedures, agreed and accepted by everyone, are at the heart of every good organisation and form the basis for successful partnership.
- We value a school where children feel they can be productive, confident, purposeful, independent and responsible.
- We want children to be successful, to value their achievements, monitor their own progress and celebrate the success of others. We value an environment where tolerance and fairness for all prevails.
- We value creative, flexible thinking, with a wide range of challenges in a variety of learning environments, where children will be able to find the help they need.

What we are aiming to achieve in our Behaviour Policy is also what we are seeking to achieve in our learning policy. Responsible, flexible and independent learners will also bring these qualities to their behaviour when the school works consistently to establish a positive framework for behaviour and learning across the curriculum.

Our Aims

- We aim to provide a school environment in which effective teaching and learning can take place without disruption.
- We aim to prepare and encourage each pupil to become a responsible member of the school and the wider community.
- We aim to be a caring community who fosters respect, honesty, truth, kindness, co-operation and tolerance.
- Through the curriculum, we aim to teach social, behavioural and academic skills, enabling pupils to develop their capabilities to the full.

- We aim to provide a safe, secure environment where children are encouraged; where mistakes are seen as opportunities for learning; where differences are respected; where individuals take responsibility for their own actions.

School Expectations

Everyone at Creswell Junior School will try to:

- Come to school on time, prepared and ready to learn.
- Have respect for themselves and for others.
- Work hard and always do his/her best.
- Listen carefully to one another and follow instructions.
- Keep one another safe.
- Respect other people's property, including school property and equipment.

Class Rules

Each class will determine its own rules (Mission statement), which reflect and whole school co-operative learning approach and the behaviour expected by the school.

- Some rules and rewards will be negotiated with the children and clearly displayed.
- Children will be reminded frequently about the rules and why they were made.
- Rules will be kept short, simple and positive.

Behaviour Management

- All staff will encourage positive behaviour and classroom management.
- Unacceptable behaviour will be addressed.
- Clear rules and explanations will be given.
- Class teachers will make notes in their teaching file of both positive and negative behaviour.
- Children will be expected to take increasing responsibility for their own behaviour.
- Clear guidelines will be provided to pupils and parents about acceptable and unacceptable behaviour.
- Parents will be expected to support the school in teaching appropriate behaviour.
- The school will address causes of poor behaviour and self esteem as part of the Personal, Social and Health Education programme.
- Good behaviour will be celebrated.
- The rewards and sanctions system will be clearly defined.
- Staff will exemplify good behaviour by seeking ways in which courtesy and consideration towards others can be demonstrated and cultivated.

- Staff will relate to pupils with respect and consideration at all times - this does not detract from the necessity to maintain order, discipline and a positive learning environment.

Motivating and Sustaining Desired Behaviour

Rewards

- team points
- merits (through the collection of tokens (Mammoths) as part of the Assertive Mentoring system)
- privileges
- certificates / stickers / prizes
- praise in celebration assembly and in the classroom - Special Mentions
- good behaviour charts
- choice of classroom activity
- praise by the Headteacher
- positive comments to individual
- star of the week
- golden time

Sanctions

- verbal reminders of appropriate behaviour and reprimand
- separation within the classroom
- loss of playtime, warning cards and consequence cards
- inform Headteacher/parents
- individual behaviour programme
- governor/parent involvement
- repeat a piece of work
- complete work
- loss of golden time
- time out in alternate class
- detention – during the day and after school hours

Procedures for difficult situations / challenging behaviour

Staff will remain calm and composed if a difficult or challenging situation arises. Staff will explain to the child the consequences of pursuing their “difficult” line of behaviour. Staff should avoid being confrontational, whilst remaining assertive. Staff should use language of choices. Reminders of the school rules should be given and, more explicitly, the particular rule that the child has broken and remind them of personal targets if they have them. Children should be given the time and opportunity to comply with staff requests without seeming to “lose face”. If the situation is not resolved, staff need to move to the next level on the behaviour management process. Warning and consequence cards should be used to symbolise those steps. If a child receives a consequence, a detention is automatically given.

If assistance from another adult is required, staff should send a child to the nearest classroom or to any nearby adult or the Headteacher immediately.

Staff should do all that they can to minimise the effect of difficult/challenging behaviour on other pupils. The safety of all pupils is paramount. If in any doubt, staff should seek support and assistance.

Staff are allowed to use reasonable force to prevent a pupil from:

- committing an offence

- causing personal injury or damage to others or him/herself
- engaging in any activity which jeopardises behaviour management in the classroom

Exclusion will automatically be applied in the following circumstances:

- totally unprovoked attacked on another child, leaving a mark - 3 days
- assault on a teacher - number of days dependent upon the severity

Staff training and support

Whole school approaches to behaviour and discipline will be reviewed termly. Appropriate in-service training, including child development and the causes of behaviour and strategies on how to deal with it, will be provided for all staff on closure days and/or staff meeting time as and when identified.

Individual support for staff experiencing difficulty will be given by the Headteacher and the Senior Management Team. Support for staff with difficult pupils may be given by colleagues and/or the Headteacher.

Other outside agencies may also be involved in the management of pupil behaviour e.g.

- Educational Psychologist
- Behaviour Support Service
- School nurse and/or doctor
- Social Services

Staff training needs will be identified through reviews of the Behaviour Policy and through appraisal procedures. Training needs thus identified will become part of the annual staff development planning cycle.

It is recognised that non-teaching staff may have different training needs and require specific support. These needs will be met either through the above-mentioned procedures or separately through consultation.

Parents

Parents will be informed about the school's Behaviour Policy through the school prospectus (and website) and copies will be available on request.

We recognise the vital part that parents have to play in supporting the school's Behaviour Policy. We aim for the active involvement of parents wherever possible in the life of the school and for partnership with all our families. The Home-School Agreement is sent to parents annually and signed by the, the child and the Headteacher. School expects parents to support us in teaching appropriate behaviour.

Parents will also be kept informed of their child's progress and achievements, and made aware of any areas of concern at the twice-yearly parent consultation evenings and through the annual written report. School will undertake to inform parents of behaviour or other problems giving rise to concern as soon as it is reasonable to do so.

Parents will be invited in to school to discuss any problem, with a view to seeking a way forward. An individual behaviour programme may be drawn up for the child requiring support from home.

Evaluation

The Behaviour Policy will be evaluated by:

- Reviewing entries in teachers' files.
- Regular consultation with the teaching and non-teaching staff and parents.

Links to other policies:

- Anti-Bullying
- Physical Restraint

Date approved: _____

Minute number: _____

Chair of Governors signature: _____