

BEHAVIOUR POLICY

Aims

It is the 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. The school behaviour policy is designed so that 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 and where everyone can learn to the best of their ability. It is based on a clear and fair system with consistent boundaries and routines.

The behaviour policy is a means of promoting good relationships, so that people can work together to help everyone learn. We promote self-esteem and self-discipline. Following our shared values, we expect everyone to care for each other and behave in a considerate way towards others. We treat all children fairly and apply the behaviour policy in a consistent way.

The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

The behaviour policy must be consistently applied and communicated clearly to all staff, children and parents.

Expectations

Everyone in the school community can expect:

- to be recognised as a valuable member of the school community;
- to have an input into the rules of the classroom and the school;
- to apologise to anyone they have offended;
- consistency from all the adults in the school;
- recognition for good behaviour;
- to be treated with respect by adults and children alike;
- to be given strategies to cope with conflict;
- to be listened to when they have a problem;
- to be recognised as an equal member of a diverse society.

Golden Rules

In our school:

1. We care for each other.
2. We welcome newcomers with a smile
3. We look after our school
4. We walk inside the building

In our classroom:

1. We listen to each other
2. We take care of other people and their things
3. We work well and walk and talk quietly
4. We keep our classroom in good working order and look after equipment

In the cloakroom:

1. We behave sensibly and safely
2. We use the loo properly and flush it after we use it
3. We hang our clothes up properly and keep the cloakroom tidy

In the playground:

1. We share the playground - it's for everyone!
2. We look after trees and wildlife
3. We look after ourselves and other people

Rewards & Sanctions

We praise and reward children for good behaviour in a variety of ways:

- staff praise children;
- children are encouraged to praise each other;
- teachers give stickers for good work or behaviour;
- teachers use golden choice time to reward good work and behaviour at the end of the week;
- at the end of the week we hold a whole school celebration assembly – in this assembly teachers choose children to receive a headteacher, teacher or focus sticker. They also have their names added to our celebration balloon in the school hall.

In addition to these methods of praise, we also use a scheme called ‘Good to be Green’ with children in Years 1 to 6.

The Good to be Green scheme provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and sanctions for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

Good to be Green principles:

- Each day is a new day.
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children can earn privilege cards for good behaviour and manners.
- Children know that there are consequences when making inappropriate behaviour choices.

Good to be Green Privileges:

When a child shows that they are demonstrating good behaviour choices, are living by our shared values and keeping the school and class rules, they can be awarded a privilege card by a member of staff.

When a child has received three privilege cards they may choose a privilege to share with a friend from the list decided upon by the class at the start of each term.

When a child has received twelve privilege cards they are given a ‘Good to be Green’ certificate in our end of week celebration assembly.

Good to be Green Sanctions:

When a child makes an inappropriate behaviour choice they will be given a quiet and private reminder by the teacher, reinforcing positive expectations.

If the child continues to demonstrate unacceptable behaviour they will be given a warning card and asked to move places or move closer to a member of staff.

If despite these reminders the child continues to behave in an unacceptable manner they will be given a consequence card and will lose some of their break time.

Where a child receives three consequence cards in half a term, a parent will be contacted by the headteacher.

Each class teacher regularly discusses the class and school rules with the class during 'circle time' lessons. During these lessons children are taught how to consider the feelings of others and how to resolve conflicts in a positive way. Daily whole school assemblies address our shared values and any issues that have an effect on our school community.

The safety of all children is paramount in all situations. Our behaviour system aims to ensure that all children respect each other and allows all children to achieve their full potential.

If a child threatens or hurts another child, the class teacher notes the incident and the child is spoken with. An apology and a change of behaviour is required. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents to discuss the situation, with a view to improving the behaviour of the child.

School Organisation

Classroom:

The classrooms are set up in such a way that the children hold a major responsibility for their upkeep. Each child has or shares with someone responsibility for a small "job" which leaves the room in good working order for the next session. Children have a degree of choice as to which job they have.

Supervision:

The children are under the general supervision of an adult at all times. Children should arrive in school between 8.40 and 8.55. Children are encouraged to settle to early morning activities quickly and calmly or during summer months take part in skipping. Children are supervised during all break times. No children are allowed out until a responsible adult is on the playground. Break times and lunchtimes are supervised by teachers and teaching assistants who follow the school's behaviour policy.

School Council:

Each class has two councillors who represent their class at weekly council meetings. Any issues raised during the previous week by any child in the school are discussed and solutions suggested by the councillors (under the direction of a teacher). The council reports back to the whole school so that everyone is aware of decisions made. A Year 6 pupil will take on the role of the Chairperson of the Council and will be selected for the whole year by the staff.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during the school day. Class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Class teachers treat each child fairly and enforce the classroom rules consistently. All staff treat all children with respect and understanding. They take time to listen to children and help them resolve situations that may be worrying them.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to the governing body, on the effectiveness of the policy. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher investigates all reported incidents whether from children, staff or parents.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeatedly or very serious acts of anti-social behaviour the headteacher may permanently exclude a child. Both actions are taken after the governing body have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We explain the school rules in the school brochure and on the school website. We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour. If the school has to use sanctions in regard to unacceptable behaviour choices, parents should support these actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The role of the governing body

The governing body has the responsibility for reviewing with the headteacher the effectiveness of the behaviour policy. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy.

Fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the headteacher has the authority to exclude a child from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently.

If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The headteacher informs the LEA and the governing body about any exclusion.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He reports to the governing body on the effectiveness of the policy and any changes. The school keeps a variety of records of incidents of misbehaviour.

This policy will be reviewed by staff annually.

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