

AISKEW, LEEMING BAR C OF E PRIMARY SCHOOL

BEHAVIOUR POLICY

Rationale

This behaviour policy is designed to support the way in which all members of the school can live and work together in an environment in which everyone feels happy, safe and secure

Aims

The aims of this behaviour policy are to:

- Encourage a calm, purposeful and happy atmosphere within the school
- Encourage children to have high expectations of their own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour
- Help pupils feel good about themselves and others
- Make boundaries of acceptable behaviour clear and ensure safety
- Promote good behaviour by rewarding the positive

Guidelines

- Discipline will be firm and fair and consistent throughout school
- Children will understand that there are consequences which result from our behaviour. Good behaviour leads to rewards and unacceptable behaviour leads to sanctions
- We hope that children will make the right choices and children who find it difficult to conform to the school's accepted standards of behaviour will be given support to enable them to develop skills and self control
- Children and staff work together on agreed set of golden rules. This is evident in each classroom and the children are familiar with them and what they mean. Children are also encouraged to create their own class rules.
- Behaviour ladders in some classes help pupils to monitor their own behaviour
- Parents and staff work together to maintain high standards of behaviour
- Parents are given a copy of the behaviour policy and behaviour contract when their child first starts school. Parents and children will be asked to sign the Behaviour Contract bi-annually.
- All children who choose to join after school clubs will be asked to sign an After School Club Contract.

Golden Rules

In order to achieve these aims some basic rules have been drawn up with the children. These form our Code of Conduct and apply throughout the school.

- We listen to and follow instructions
- We respect other people, their belongings and the school environment
- We are friendly, polite and helpful
- We do not physically hurt others or their feelings
- We keep our hands and feet to ourselves
- We walk sensibly inside the school building
- We tell an adult if we see something which is wrong
- We always try to do our best in everything we do

Positive Rewards

We believe that the most effective way of achieving our aims and following our golden rules is to praise and encourage positive behaviour, and these will be rewarded in the following ways:

Children will be placed in one of three teams: red, yellow or blue. Children will be awarded coloured beads for following our golden rules and these will be counted at the end of each week. The winning team will have a large star (in their colour) placed on the wall. At the end of each half-term there will be a special reward for the winning team.

Other positive rewards include:

- ✓ Verbal praise
- ✓ Written remarks about good work
- ✓ Sending children to a teacher or the head teacher for praise
- ✓ Communication with parents
- ✓ Achievement certificates presented weekly at our achievement assembly
- ✓ Whole class rewards which are negotiated with the class teacher
- ✓ Upward movement on a behaviour ladder (Dragons)

Sanctions

We aim for a happy, safe and positive environment where pupils can learn and teachers can teach without disruption and therefore our expectations are high. Teachers also have the freedom to exercise their own judgment on how best to manage their classes. Teachers are therefore responsible in the first instance, for discipline within their classroom. The following stages are in place so that children understand the consequences of their actions if they don't follow our golden rules. Children can enter at different stages depending on the severity of the behaviour.

In the classroom:

- ❖ Stage 1: Verbal warning
- ❖ Stage 2: A move within the classroom
- ❖ Stage 3: Time out within the classroom
- ❖ Stage 4: Move to another class
- ❖ Stage 5: See the Headteacher/assistant headteacher & parents notified at the end of the day
- ❖ Stage 6: IBP – behaviour plan, discussed with parents

On the playground

- ❖ Stage 1: Verbal warning
- ❖ Stage 2: Play with someone else or move to quiet area
- ❖ Stage 3: Time out on the line
- ❖ Stage 4: See teacher/headteacher or assistant
- ❖ Stage 5: Discussion with parents, IBP

Other sanctions may include:

- Avoidance of work will be completed at break or lunch-time under direct supervision
- A request to provide a verbal or written apology
- Withdrawal of privileges e.g. representing the school

Incidents of a serious nature will be recorded in the behaviour incident file. If sustained inappropriate behaviour takes place parents will be informed and if it is felt necessary, an individual behaviour plan (I.B.P.) will be drawn up with the support of the child and their parents or guardians.

Exclusion

Exclusion is extremely rare and can only be authorised by the Head teacher or an acting head teacher after fully investigating the disciplinary incident(s). In school, we follow all the guidelines set out in the government document. **Exclusion from maintained schools, academies and pupil referral units in England (DFE 00001-2015) published January 2015.**

We also work with the LA guidelines and ensure that any exclusions are referred to them in accordance with their policy.

A behaviour plan will be set up with the child and their parents/carers if a child is at risk of fixed-term exclusion or permanent exclusion and if relevant a risk assessment will be carried out. All measures will be taken to avoid exclusion; however, it may be necessary for the well-being of the child and others.

Conclusion

We cannot over-emphasise the importance of clearly stated boundaries of acceptable behaviour and of teachers responding promptly and firmly to pupils who test those boundaries. Rules must be applied consistently, but there must be some flexibility in the use of punishments which take into account individual needs and circumstances.

To implement a successful behaviour policy, understanding and co-operation is needed by children, staff, parents and governors.

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