

ENNERDALE AND KINNISIDE C.E. PRIMARY

BEHAVIOUR POLICY

RATIONALE

This statement on Behaviour is arguably the most important statement that is produced by the school and underpins all that we hope to achieve at Ennerdale and Kinniside Primary School.

After the influence of the home the experience of the school is the biggest factor in the development of the child's personal and social education. It is therefore important for us to list those **values and attitudes that we consider important**:

- Sensitivity to, and consideration for other people.
- Curiosity, enthusiasm, persistence and initiative when approaching tasks and challenges.
- Sympathy with, and respect for other ways of life, other cultures and people that are different from one's own, provided that they are based on consideration for others.
- Self-reliance, self-discipline and self-respect.
- A sense of fairness and how and why rules are made.
- Independence of mind.
- Concern for the conservation of the natural world, and for the physical, including the built environment.
- Intolerance of cruelty.

PROCEDURES

In order to promote these important values and attitudes, aspects of behavioural issues, although not timetabled as such, are contained within schemes of work in certain curriculum areas. R.E., P.S.H.E. and citizenship are areas that are particularly relevant.

However, in general terms, values and attitudes should be implicit in all the experiences we offer our children, and in the everyday life of the school. This includes lunchtime and break time. **In achieving these aims, process is as important as content.**

We would like to emphasise that it is the quality of relationships, the care of each member of the school community, and the attitudes engendered in the learning process that are of vital importance.

The School Community

Social education in a school largely arises from a school's ethos, organisation and relationship with the community it serves.

The way that a school organises its staff and pupils, and the manner in which they relate to each other says a great deal about its values and attitudes. It is not sufficient for the

school to solely have explicit rules with regard to behaviour, as learning about personal qualities is often engendered from experience and practice.

The manner in which staff relate to each other, (whether we are cooperative, trusting, sharing, caring, etc.) will have a direct effect on whether those qualities are developed between staff and children and between children and children.

It is important that all children have respect for all staff and individuals working in school. There should be a consistency of approach in all aspects relating to school behaviour.

Parental cooperation is essential in fostering good behaviour and we will endeavour to provide a welcoming environment for parents and visitors as well as children.

All staff, teaching and non-teaching, will try to encourage children to develop social skills to help engender this atmosphere of thoughtfulness and care.

Both classes will use circle time and collective worship to raise issues related to behaviour and relationships.

In the Classroom

Staff will try to ensure they have high expectations of the children who should be challenged and stimulated.

We believe that it is important that children are accepted as worthwhile individuals. It is important to try and give time to listen with discrimination, politeness and interest to what the children say outside the normal teaching time as this can help the development of sound relationships. As teachers we will try to use every opportunity to enable the child to develop a positive self-image.

We believe it is important to raise expectations by reinforcing positive aspects of behaviour and not dwell on the negative. We will endeavour to regularly and overtly, praise, commend and encourage success no matter how small or trivial. If we are sensitive to such responses we can exert considerable influence on a child's self-image.

We believe false praise for poor performance is ineffective. It is up to us to provide valid learning opportunities in which each child can achieve success.

If children are to be confronted with a negative response it must be done within an atmosphere of warmth and acceptance.

Activities will be organised to encourage personal and social skills such as the ability to organise one's own work, to make relevant choices, and to work both independently and co-operatively.

In The Playground

Management issues surrounding the organisation of break and lunchtime must not be seen in isolation to the rest of the school day and we acknowledge that the manner in which children behave during play will affect how they respond in class.

The school undergoes an ongoing process of review of the school playground and how it is used. The equipment is replenished each year, introducing suitable new toys when available, and interesting features and facilities for play and learning through experience. In addition there is annual training provided for Year 5 & 6 children to become Play Leaders.

Celebration Assemblies and Collective Worship

The school policy on collective worship highlights its important place in the personal and social development of the individual and the development of the general ethos of the school. If staff and children are participating in meaningful issues, which involve sharing of common interests and concerns, ideas can be readily internalised. The assembly can be an excellent vehicle for publicly commending and praising children who display sound personal qualities or who have achieved relative personal success in different areas of the curriculum.

School Rules

The school has a set of Golden Rules, or in class 1 'Rainbow Rules', devised with the help of the whole school, which are simple, few and should be effectively applied. These rules are displayed in the School and are regularly revisited in whole school assemblies and class circle times. In addition, there are organisational rules in each classroom and for lunchtime and playtime, which are also regularly revisited in each class and adapted if necessary following discussions with the children.

Bad Behaviour

“A difficult child or a child in difficulty”

Despite the positive ethos we try to encourage at Ennerdale School, there will be situations and times when a child will show undesirable behaviour. In our assessment of the situation we need to consider what might be causing the display of unacceptable behaviour. This may enable us to do “something” to prevent the behaviour happening. It needs to be acknowledged that difficult children can be the most difficult during lunchtime. The Midday Supervisor needs to be aware of guidance on behaviour.

Whatever the nature of the behaviour we should:

- Recognise that the key principle in dealing with behaviour is to ensure that there is consistency between staff. Children will then not be confused about what is expected of them.
- Show respect and trust.
- Make it clear that it is the behaviour which is undesirable not the child.
- Deal decisively and with clear authority if a child persists with unacceptable behaviour.
- Criticise the behaviour not the person.
- Recognise and reward good behaviour.

- Distinguish between serious and minor offences.
- Apply rules consistently and fairly.
- Avoid punishing whole groups for activities of individuals.
- Avoid punishments that are humiliating and degrading.
- Reprimand minor offences quietly.
- Negotiate classroom rules.
- Listen to the child's point of view before making a decision.

What to do if?

The Elton Report states *'Although punishment will be necessary in many cases it is unlikely to reduce the problem by itself. Schools that rely too heavily on punishment to deter bad behaviour are likely to experience more of it'*.

Most bad behaviour when it occurs is of a minor nature and it will only involve the teaching/non-teaching staff pointing out the offence in order that it does not happen again. A sharp word or meaningful look, are often all that is necessary.

Minor offences need to be dealt with quietly and not in front of a wider audience. However a wider audience becomes an effective deterrent as misbehaviour becomes a more general concern.

An expression of controlled anger is necessary at times.

If work is incomplete as a result of being uncooperative the child can make up missed work in its own time. (supervised)

If there is deliberate destruction of property, the property will have to be replaced. The parent will have to be informed and charged if necessary.

If there is fighting in the yard the child can be sent in to miss break-time(s).

If the child leaves school without permission the Head needs to be informed at once. Parents will be informed and involved. All reasonable action will be undertaken to ensure the child's safety and the police will be called if these actions are unsuccessful.

If bad behaviour is persistent then the teacher needs to inform the Headteacher. The Head will be readily available to offer advice and support.

There will be times when we need to ensure the prompt involvement of parents, either verbally or if appropriate, by letter. Parents need to be informed if they are to help.

If Bad Behaviour persists

Behaviour becomes a particular problem within an education setting when it occurs so frequently or so intensely that it disrupts routine in or out of the classroom.

Withdrawn or non-disruptive behaviour, or bizarre behaviour should not be overlooked as a cause for concern in school. This will involve observing behaviour and keeping a daily record of its frequency and pattern of occurrence.

Should the behaviour be intensified and all employed strategies be ineffective the school will need to seek support from outside agencies, i.e. Educational Psychologist.

Parents will need to be kept informed of the nature and regularity of the disruptive behaviour.

It will be necessary to adopt L.A. guidelines for the exclusion of children should there be a serious breach of school behaviour or Anti-Bullying Policy.

This Policy was reviewed and updated on 06/02/17.