

Behaviour Policy

Rationale

All teachers have the right to teach and all children have the right to learn in a classroom free from disruptive behaviour. Such a classroom should reflect the high standards of behavioural expectations of the teacher/adults where pupils will consistently follow established rules and directions that clearly define the limits of acceptable and unacceptable behaviour.

Good behaviour and self-discipline are essentials to successful teaching and learning, and to ensure that children grow to understand the difference between right and wrong and appreciate the consequences of their behaviour and actions. It is essential that we expect the highest standards of behaviour at all times; lessons, breaktimes, lunchtimes and when moving around our school. We expect our pupils to show respect towards everybody at all times. We will not tolerate bullying and constantly instil in our pupils positive attitude towards others in line with our school values, so that they understand and demonstrate tolerance, acceptance and love for one another.

Parents are partners in the establishment of good behaviour and discipline and teachers have the right to ask for the assistance of parents when support is needed in handling the behaviour of pupils.

Adult management of behaviour should enhance the self-esteem of pupils through an emphasis on praise and reward.

Aims

- All pupils will be able to learn in a safe, purposeful and happy environment where they are valued as individuals and their self-esteem is preserved and enhanced.
- All pupils will be taught how to behave appropriately as well as being given an understanding of acceptable and unacceptable behaviour in school according to school rules.
- Pupils will demonstrate a respect for others and their property and a proper regard for authority.
- Pupils will understand that it is their personal responsibility to behave well and to support the resolution of conflict.
- School will be consistent, fair and sensitive in its treatment of pupils.
- School will develop links with parents in order that they will be constructively involved in the interpretation of this policy.

Rules

Our school doesn't have written rules but we make it clear that:

- All adult instructions should be followed
- They do not hurt each other with words or actions
- They do not swear
- They respect property.

Objectives

- To place a strong emphasis on praise and reward where staff will not look for negative behaviour, instead take every opportunity to recognise pupils' appropriate behaviour.
- Pupils will be taught the expectations of the school, and every adult in school should act as role models and examples of acceptable school behaviour.
- To tackle all cases of bullying purposefully through implementation of the school's anti-bullying policy.
- To deal quickly and consistently with incidents of abusive language, persistent disobedience, or violence, and all incidents report to the senior leadership team.
- To make consistent use of appropriate assertive language when dealing with incidents of inappropriate behaviour (e.g. the language of choice).
- Consequences/punishments will not be degrading or humiliating.
- PSHE work will include issues relating to feelings and personal problems and will encourage pupils to empathise with the situation of others.
- Pupils will be given the opportunity to reflect upon their behaviour and understand that it is their choice to behave well or inappropriately.
- To have in place an effective SEND policy which makes provision for pupils with emotional and behavioural needs.
- Parents will be informed as to the expectations of behaviour and involved in the reinforcement of the high expectations of the school.
- Positive consequences for acceptable behaviour will always include praise and reward.
- Negative consequences will be agreed by staff in advance and will include a scale of consequences for severe behaviours as well as persistently unacceptable and dangerous behaviour.

- Pupils will be made aware that acceptable/unacceptable behaviour and consequences will apply at all times, including playtimes and the lunch hour, in the classrooms, hall, corridors, toilets, cloakrooms and playground.
- All members of staff, including supply teachers, MSAs, TAs and students will implement this policy.

*please refer to the school anti-bullying policy, teaching & learning policy and SEN policy.

Praise

A strong emphasis is placed on praise and reward in our school and this will be applied by all members of staff and adults at all times.

Celebration assemblies will support and emphasise our ethos of recognising outstanding behaviour.

The behaviour ladder system (Appendix A) will be used throughout all classrooms and areas at all times. This system was designed by the children, for the children.

Stickers may be used as in instant reward system, as well as moving up the behaviour ladder.

Sanctions Imposed when the Policy is Breached

All sanctions used will be age-appropriate and will take into account the developmental needs of the child. All classes have a behaviour ladder which will be used consistently by all staff and children. Parents will be informed immediately if their child persistently receives sanctions.

Instances of behaviour will be recorded on the Behaviour App. Incidents relating to safeguarding concerns will also be logged on the Cause for Concern App. Behaviour records will be monitored regularly by the senior leadership team and emerging issues discussed with children and parents.

Severe Behaviours

Children who demonstrate the following severe behaviours will usually be taken to the Headteacher immediately and parents will be informed of the incident:

- Violent behaviour towards another child or adult.
- Using foul or abusive language.
- Persistent disobedience including refusing to carry out an instruction given by a teacher or any adult working in school.
- Vandalism.

The response taken will be age-appropriate and the context of the incident will always be considered carefully. A pupil may be excluded from school for any of these behaviours at the discretion of the Headteacher. Exclusions will follow our exclusion policy and guidance.

Physical Restraint (RPI)

In extraordinary circumstances, it may be necessary to physically restrain a child to ensure the protection of themselves or others. Reasonable force may be used to prevent a pupil committing an offence, causing personal injury or damage to property, or in the interests of maintaining good order and discipline. The degree of force used will be the minimum to achieve these aims. All staff have been trained on the use of appropriate physical restraint and only these techniques will be used. Any physical intervention incidents will be recorded and reported to governors.

Social Media and Electronic Communication

The school encourages the use of praise via communication to parents. This should be done via telephone call or via the agreed communications protocol (parentpay) and not through personal email addresses. Staff should not use social media to communicate with parents or pupils. Staff must not form relationships with past/present pupils using social media or accept them as a 'friend'.

This policy is to be review annually.



Mr Martyn Broom
Headteacher

October 2017

Appendix A



Our School Behaviour Ladder

For the children – By the children

Visit Senior Leadership + Home/School Meeting e.g. HT phone call + HT Special Certificate

'Scored on for the team'
5 Team Points + Stickers, Rewards

Positive Steps Noticed

Ready to Learn – Start Here!

Chance to Change

Work in another class + Loss of Golden Time
Parent Notified

Visit Senior Leadership + Home/School Meeting

Teacher Notes:

- Children have the opportunity to move themselves on the ladder.
- Ladder MUST be refreshed at Lunch/End of Day.
- Parallel year groups to have same symbols/pics/design on behaviour ladder.