



Netherseal St Peter's C E (C) Primary School

## **Behaviour Policy 2018-2019**

(This policy also links to the Anti-Bullying Policy 2018-2019)

### **Governing Body Statement on Behaviour**

We believe that all pupils have the right to learn in a safe environment and that in order to enable effective teaching and learning to take place, everyone must behave with courtesy and respect for each other at all times.

### **Behaviour & Discipline**

At Netherseal St Peter's we seek to create a caring learning environment in the school by:

- Encouraging and acknowledging good behaviour and discipline
- Promoting self- esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Providing a safe environment free from inappropriate or derogatory language
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure
- Encouraging children to take responsibility for their behaviour
- Explaining the reasons why certain behaviours are unacceptable

### **Roles and Responsibilities**

The Governing Body will establish in consultation with the headteacher and staff the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.

Governors will support the school in maintaining high standards of behaviour.

The headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, teaching assistants and lunchtime supervisors will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.

### **Equality Impact Statement**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We will do this through regular monitoring and evaluation to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. On review we will assess and consult relevant stakeholders on the likely impact of our policies. The policy may be amended as a result of this assessment.

### **Training**

The Governing Body will ensure that appropriate high quality training is provided to support the implementation of the policy.

### **Involvement of Outside Agencies**

The school works positively with external agencies to ensure that the needs of all pupils are met

### **Positive Play Programme**

The Positive Play support programme is used in school both as an early intervention tool to help improve children's behaviour and as part of the reward system. The programme offers extra help for children and young people in one-to-one sessions through structured activities in a sensory environment. Four teaching assistants are fully-trained to deliver the programme, which can help children feel special, help them to express and communicate their feelings, feel good about themselves, raise their self-esteem, and improve their social skills in a reliable, safe and supportive environment.

### **Rationale**

We value achievements of every kind - academic and non-academic.

We expect consideration to be given to both the feelings and property of other people. We also believe that disruptive pupils harm themselves and others and that bad behaviour can inhibit learning. As such, we expect a high standard of behaviour from all pupils. We believe pupils feel secure when they are aware of the boundaries of acceptable behaviour.

Children who are well motivated, secure and successful are less likely to display unwanted behaviour. Therefore teachers ensure that children receive an appropriate differentiated curriculum which takes into account the interests and abilities of all the pupils within the class. All children are regularly given opportunities to demonstrate success.

## **Rewards**

We have a positive approach to behaviour management, and notice and reward good behaviour. Staff use a variety of rewards to promote good behaviour.

1. All staff use verbal praise to reward good behaviour and achievement.
2. Reward stickers and Team Points are given to children for good work, effort and behaviour.
3. The 'Spotted' board is used to draw attention to children who are 'spotted being good'. Identified children are rewarded with stickers in a weekly Achievement assembly.
4. Children who have behaved especially well may be rewarded with 'Dream Den' (Positive Play) sessions.
5. Certificates are awarded for good or improved behaviour as well as academic achievement. Lunch time supervisors note good or improved behaviour and award certificates.

As part of the Home School Agreement, which pupils and their parents are asked to sign early in each academic year, pupils are requested to undertake to:

- Work to the best of their ability in all subjects of the curriculum.
- Do as they are asked by the staff of the School
- Be caring and considerate to others in the School – "Use kind words and think about each other's feelings."
- Have respect for School property and equipment

Attention is drawn to these statements from time to time and pupils are encouraged to acknowledge and work towards these ideals.

In addition, pupils discuss the reasons for rules and set classroom and playground rules at the start of each academic year. These are prominently displayed. Because the rules have been set by children, they are likely to keep them. Teachers make explicit links between agreed rules and the Home School Agreement.

We believe that teachers and parents working together will make sure children are successful and we involve parents in all aspects of their child's education, including behaviour. Accordingly, class teachers ensure that parents are kept fully informed about issues relating to behaviour.

## **Sanctions**

Generally teachers discipline children themselves, within their own classrooms. Pupils are not removed from the classroom or sent to other teachers, apart from to the headteacher or in the event of a serious incident. The class teacher ensures parents and the headteacher are kept fully informed of issues regarding behaviour. A range of sanctions are used by staff including a verbal reprimand or removal of privileges. This may include losing playtime during the lunch break, provided the child has five minutes of playtime at some stage during that day.

Lunchtime staff inform class teachers of serious or persistent misbehavior, or the use of inappropriate or derogatory language that occurs during the lunch break, so that it can be followed up appropriately.

Staff will refer to the headteacher pupils who misbehave persistently, or more serious incidents. Such pupils may be referred according to the SEN policy. Where it is felt that disruptive pupils are putting themselves or others at risk during the lunch break, parents may be asked to take their child out of school over lunchtime.

In extreme cases, exclusion will be considered. The Authority's exclusion procedure will be implemented as a last resort, in full consultation with parents. The Chair of Governors will be informed at an early stage.

## **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Sue Hart  
July 2018

This policy was approved by governors on July 12<sup>th</sup> 2018