

SWINTON QUEEN PRIMARY SCHOOL

POLICY STATEMENT FOR BEHAVIOUR

Co-ordinator: Mrs M Saul

Our aims for good behaviour for the children are as follows:-

- * To have respect for peers.
- * To have respect for adults.
- * To have respect for property.
- * To have respect for the environment.
- * To have self respect.
- * To have self discipline.
- * To promote a quiet working environment.
- * To care for people and surroundings.
- * To move around school in a quiet and orderly fashion.
- * To create good caring relationships between staff/peers/visitors etc.
- * To discourage violent and aggressive behaviour.

We believe that learning how to behave appropriately will help children in all aspects of their life and it will enhance their learning.

Good behaviour will ensure that a quiet working atmosphere is maintained in the classroom, group work will be more effective and all property will be respected. Good behaviour will also help to develop a respect for other people that the children meet in their daily lives.

All learning throughout National Curriculum subjects will be enhanced by good behaviour and good behaviour is intrinsic to all aspects of school life.

In order to help develop good behaviour, all adults in school should lead by example by being a good role model. Classroom organisation needs to be consistent. Tidy classrooms with labelled drawers and children's work displayed to a high standard give children a sense of self-respect and self-esteem. Routines such as standing behind their chairs or sitting on the carpet at the end of the session and walking out on to the playground quietly are very important. School rules have been decided by the children and discussed regularly.

Staff collect their class from the playground after breaks. We will insist on children walking quietly throughout the buildings at all times. To show respect children will address all adults as Mr, Mrs, etc and the adults will call the children by their chosen names. Good behaviour in the classroom will also be evidenced by children not shouting out or interrupting and by them talking "on task" during group work.

All children will be given responsibility by taking it in turn to be monitors in their own classrooms and all Year 6 children will be given additional responsibilities for monitor duties within school.

In order to promote good behaviour, the staff will offer children lots of praise and positive comment for their efforts, work or attitude. Teachers can reward all these with stickers. When a child has ten stickers, they go to the Headteacher and receive a special sticker and can take their card home. On achieving a gold reward sticker children receive a prize. We use a merit scheme to raise the profile of good behaviour. Reward afternoons at the end of each half term. All children are awarded either a gold, silver, bronze or no award, depending on the outcome of their termly behaviour report. Well behaved children are also rewarded with "Choosing Time" of half an hour to 45 minutes once a week, when they can choose from an assortment of activities. Furthermore each Friday two achievement awards will be presented to each class. These will be displayed in the hall along with their work.

We also have a report book for inappropriate or aggressive behaviour. We have three school rules:

Do not hurt anybody
Do not hurt anything
Stay safe

Where an incident occurs, which is not dangerous or hasn't involved injury, the class teacher will use the classroom ladder of consequence. This lists in order, clearly, the stages in which punishments will be received. The ladder of consequence is cleared at the end of each day or session as age appropriate. If a serious incident occurs, which does not warrant the child's name being entered into the report book, the child's name may be entered into a class report book available in each classroom or the incident discussed with parents.

If a child is disruptive in the class or on the playground, the teacher will notify the Headteacher who may enter the names of the children into a report book. Children who have their names in the report book must stay in for one lunchtime when they will be supervised by a member of staff. If the child goes home for lunch, then they must stay in for four playtimes. If a child's name has been entered in the book for three incidents within a term then they will miss their

reward afternoon. The parents will be informed should their child be put in the report book on two occasions and be informed about the consequences should they go in for a third. If there are further incidents the parents may be asked to take the child home for five lunchtimes. In the event of severe or continuing disruptive behaviour the Educational Psychologist may be consulted or the children may be excluded.

Foundation Stage children are praised for positive behaviour and stickers are awarded as the Foundation Stage teacher deems appropriate. In the event of disruptive behaviour in the Foundation Stage the Headteacher and the parents are consulted.

Children who have any concerns can put a message in the “Trouble Box” which is monitored by the PSHE Co-ordinator, Learning Mentor and Headteacher.

The school employs a Learning Mentor to support children with behaviour difficulties.

The whole school operates an equal opportunities policy and care is taken that all children are treated equally.

We feel that good behaviour in school will help children to develop care and respect for their environment, promote good moral values and help them understand the need for rules in the world around them.

Parents are encouraged to support the aims of the school to promote positive behaviour. At the beginning of each year, parents are asked to sign a home-school agreement alongside their child. Parents are made aware of how they can further support their child through our Partnership with Parents Policy.

Teaching assistants offer support within the classroom and voluntary helpers are made aware of the school's expectations. Governors are aware of the school's behaviour policy.

This is a whole school policy from Foundation Stage to Year 6 and continuous monitoring of children's attitude and behaviour will take place.