

St. George's C. E. (C) Primary School

Behaviour Policy

In this school, we believe that everyone has the right to be treated as an individual and with respect. All adults are expected to act as good role models towards this, including staff, visitors to the school and parents of pupils.

We expect children to be courteous and to be considerate to the feelings of other people.

We expect children to treat property with respect.

We expect children's behavior to be safe for themselves and others.

We value achievement and effort.

The staff and governors of St George's expect high standards of behaviour from all pupils. We believe that disruptive pupils harm themselves and others and that poor behaviour is a barrier to learning, affecting the individual and other children. Parents have a crucial role in reinforcing these expectations and supporting the school in enforcing this policy

We expect that children will:

- 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.
- Have respect for school property and equipment

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

We believe that pupils feel secure when they are aware of the boundaries of acceptable behavior. This begins at home and is continued at school. Staff ensure that children feel physically, emotionally and psychologically safe by enforcing and maintaining good standards of behaviour.

As part of its duty to promote British values of upholding the law, rights and responsibilities, individual liberty and equality, pupils discuss the reasons for rules and set classroom and playground rules at the start of each academic year. Class and playground rules are prominently displayed and referred to periodically. Curriculum time through Circle Time and the PHSE curriculum focus on behaviour, and the rights and responsibilities of others.

Our Approach

Teachers;

expect good behaviour in lessons.

- maintain levels of good behaviour
- provide a consistent approach in rewarding good behaviour
- provide a consistent approach in responding to unacceptable behaviour
- ensure that behaviour does not inhibit learning or impede potential.
- teach children how to manage their feelings, emotions and behaviour.
- to promote good attitudes

Children who are well motivated, secure and successful are less likely to display disruptive behaviour. Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and leaders. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Teachers need to ensure that children receive an appropriate, differentiated curriculum which takes into account the interests and abilities of the pupils within the class.

All children are regularly given opportunities to demonstrate success and effort is recognized.

Rewards

Staff have a positive approach to behaviour management, and recognise and reward good behaviour in several ways. These include: praise, stickers, cumulative rewards and privileges.

Sanctions

If a child's needs are being met, and expectations are clear, then it is unlikely that children will display behaviour untypical for their age. In minor incidents of misbehaving, teachers or other staff will discipline children with a verbal reprimand and/or removal of privileges, if appropriate. Pupils may miss part of playtime or lunchtime. If pupils misbehave at lunchtime or playtime, they have 'time out' whereby they are removed from the play situation but usually remain outdoors with staff.

If poor behaviour continues or is more serious, then the classteacher will inform parents and may request a meeting. The school will seek agreement detailing how all parties will work together to support the child to improve their behaviour; this will include a consistent

approach based on clear expectations. We believe that teachers and parents working together is a highly effective strategy.

Children who are unable to comply with requests made by staff are regarded as a potential danger to themselves and others and will not take part in activities that potentially put themselves or others at risk. This includes aspects of PE and trips out of school. The teacher will inform parents in this case.

The class teacher will ensure that parents and the headteacher are kept informed of issues regarding poor behaviour and may refer to the SENCO, pupils whose behaviour is a cause for concern.

A few children present with behaviour which is harmful or highly disruptive to themselves or others and pupils with more acute needs may need support that requires outside agency involvement. These may include the Educational Psychologist, the Behaviour Support Service or Multi-Agency team, as appropriate.

The school will support the young person with resources at its disposal and will seek to work with parents and other agencies. The school will consider equally, the needs of all children who may be affected by such behaviour. Safety of children and adults is paramount and a risk assessment will be completed for children with challenging behaviour.

In some instances exclusion may be judged to be appropriate by the headteacher. In this event the school follows the Derbyshire agreed exclusion procedure. Parents will be involved and the Chair of Governors informed at an early stage

Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Careful use of language is essential in helping to deal with poor behaviour. Use the language of limited choice e.g. 'if you continue to do....., you are choosing to.....(inform them of the sanction here). Do not enter into negotiation as this usually escalates a situation. Maintain a calm and measured voice. Give the choices and walk away to give the child time and space to consider their response.

Bullying Behaviour

See also Anti-Bullying policy. Bullying behaviour is not acceptable and is not tolerated in this school. We do not believe that it is a normal part of growing up and may, though not always, indicate more complex issues. Bullying is not 'falling out' or even isolated acts of aggression. Bullying behaviour is dealt with as part of this policy and the Anti-Bullying policy.

Unacceptable, Aggressive Behaviour and Inappropriate Language

The school expects that inappropriate and offensive language is not used in school or on the school premises by adults or pupils. If behavior results in physical or verbal abuse towards staff/adult, an Assault form will be completed and forwarded to the LA or police. Aggressive behavior from visitors, including parents or carers, will result in a ban from school premises. Offensive language is challenged. Racist, homophobic or other such language is challenged and reported to Derbyshire Authority. If appropriate, it will be reported to the police.

Damage to Property

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to repay a reasonable proportion of the cost. Any action however, will be with understanding and in keeping with that of a responsible parent.

Removal of possessions

The school provides children with the equipment that they need in school so children do not need to bring anything from home.

Children do not bring toys, balls, swap -cards or other items from home unless agreed by the class teacher. Such items may get lost or broken and can cause rivalry and disagreements. The school does not have the resources to manage incidents arising in these situations.

As part of safeguarding arrangements, children must not bring mobile phones into school.

Money and medication should not be brought into school by children. (Parents should contact the school for advice if needed.)

Items brought from home will be retained by the teacher and returned at the end of the day or may retained until the parent collects, or arranges for collection.

Cross reference with Anti-bullying

Revised Oct 2017

Remember:

Children generally want to conform.
Children feel safe in an environment where the adult is in charge.
Children who are bored or disengaged are more likely to exhibit poor behavior.
Some children have no role model for socially acceptable behavior.
Some children will test the boundaries to learn your expectations
Children respond best to positive messages. 'Catch them being good!' works.
Be aware of the hierarchy of need, ie some behavior signals a cry for help
Be aware of how learning difficulties and some conditions, including ASD, ADHD or attachment disorder, affect behavior.

Good Practice

Form a good relationship with each child. Show that you care and are interested.
Create an attractive classroom environment which is tidy and valued.
Provide an ordered environment in which everything has a place. Children should be shown where materials/equipment are and how to treat them properly.
Make sure the children know what they are doing and that their work is matched to their ability.

Be aware of what is going on around you.

Do not be static.

Do not let children queue.

Always:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use gentle humour directed against yourself,
- Know the children as individuals
- Look out for good behaviour
- Praise quickly, consistently and frequently
- Expect that children will comply with your requests and behave well.

Never:

Use sarcasm or 'banter' towards a child.

Argue with a child.

Let a child feel you dislike or disapprove of them or their family

Leave children unattended