

BEHAVIOUR POLICY

This policy has been drawn up after consultation with staff, governors and with the involvement of the children via the school council. The school rules were decided upon by the children in class and assembly time.

AIMS

We aim to make our school a happy, friendly place where children are valued and nurtured and we do not expect the school environment to make unrealistic, unnecessary or petty demands upon them. However, in order to function as a supportive and orderly community, we encourage children to consider the health, safety and feelings of others. We emphasise the positive aspects of behaviour management and keep "rules" to a few, which are worded positively

- To provide a caring and supportive environment.
- To develop a positive climate for the whole school.
- To provide an atmosphere in which children can learn and teachers can teach.
- To develop respect for school and personal property.
- To develop good relationships throughout the school, both between adults and pupils and between pupils.
- To encourage pupils to take initiatives and accept responsibility for their progress.
- To develop a positive attitude and good relationships with visitors.
- To encourage a wide partnership between school and it's surrounding community to show pupils that their work is valued, and help maintain high expectations.

WE MUST ALWAYS

- Make it possible for everyone to learn and teachers to teach.
- Listen quietly and speak politely when it is our turn.
- Try to understand everyone else's point of view as well as our own.
- Be kind and make others happy.
- Try to do something helpful each day.
- Walk quietly around the school.
- Take care of our school and everybody's property inside it.
- Keep our school clean and tidy.
- Take pride in our appearance.

We base our approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

REWARDS

Rewards are most effective if they follow immediately upon the desired behaviour, and if the child in question really does find the reward rewarding!

- Staff will use praise to encourage good behaviour.
- Verbal praise.
- Written praise as marking - including stickers.
- Show other teachers or adults their work.
- Privileges - participate in games activities, opportunities to organise activities, Golden time.
- Extra playtime.
- Displayed work.
- Mentions in Assembly.
- Extra responsibility around school.
- Mention to parents - 'well done' letter, verbal commendation.

Stogursey Church of England Primary School

SANCTIONS

- First warning to show displeasure.
- Second warning and name goes on board
- Third warning, name on board is underlined
- Miss a playtime and do detention task.
- If behaviour is recurrent or causes concern, keep dated records of problems and inform parents.
- Implement behaviour IEP.
- Involve outside agencies e.g. Behavioural Support or Educational Psychologist if necessary.
- Continue parental involvement, wherever possible.
- If necessary temporarily exclude for a set number of days and inform the Chair of Governors.
- Permanent exclusion in collaboration with the Governing Body, in line with most recent legislation.

Certain kinds of serious behaviour incidents cannot be permitted within school for safety reasons and must be prevented immediately.

These include:

- Swearing and inappropriate language.
- Fighting
- Kicking
- Biting
- Throwing things
- Bullying
- Leaving class or school without permission
- Total refusal to obey a member of staff

Our procedure for these behaviours must reflect their serious nature. The class teacher must record serious incidents.

Dealing With Serious Incidents

- All incidents should be reported to the head teacher.
- The member of staff will warn the child that the behaviour is not acceptable after the first incident.
- Following the second incident the child/children will be removed from the situation to 'cool down'.
- Should a third incident occur the head teacher/senior member of staff will be informed and counsel the child about their behaviour and a supervised detention will take place.
- If the child's behaviour still does not improve, parents will be informed by letter, outlining the behaviour. Parents will be asked to acknowledge receipt of the letter.
- If the behaviour continues to be unacceptable parents will be invited into school to discuss further behaviour modification programmes.
- If the behaviour continues to disrupt the class the child will be removed to allow the class to function effectively and only return when they can be re-integrated without disruption.
- If the school with parents support are unable to address the problem outside agencies will be involved to offer support.
- If the behaviour continues to disrupt lessons or affect the safety of staff and pupils a fixed term exclusion will be considered. The LEA and Governors will be informed
- On the child's return to school a Behavioural Contract will be drawn between the child, his/her class teacher, the parents and the Head teacher. Pupil Support Services will be consulted for guidance.
- If necessary this pattern of sanctions may be repeated at any time or permanent exclusion may be considered.
- Exclusion will always be considered for assaults on staff

Signed (Staff)

Signed (Governors)