



# ARRETON CE PRIMARY SCHOOL BEHAVIOUR POLICY 2017 - 2018

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COMMITTEE: COMMUNITY, CARE AND PARTNERSHIP

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## **ARRETON CE PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

**Our Policy is founded on the belief that children have the right to learn and teachers have the right to teach.**

#### **AIMS**

The aim of this policy is

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly community in which effective learning can take place and to develop pupil's respect and courtesy towards each other and the wider community
- to confirm and clarify our positive approach to behaviour involving praise, encouragement and the raising of self-esteem.
- To improve outcomes for all pupils and eliminate all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.
- To ensure that all pupils receive behavioural support according to their need.
- To develop a relationship of confidence and trust between adult and pupil.

#### **CODE OF CONDUCT**

- It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children. All adults who have responsibility for children must be aware of the behaviour guidelines and the importance of systematic and consistent behaviour management.

The school rules set out our behaviour expectations. These are used to support the children in adhering to the school behaviour policy.

#### **The School Rules:**

- **Kind words only**
- **One voice at a time**
- **Work hard and always try your best**
- **Keep your hands and feet to yourself**
- **Respect others and respect property**

Positive reinforcement of good behaviour is more effective than negative punishments, although there are agreed sanctions for children who misbehave.

## **GUIDELINES**

Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is the encouragement of good behaviour which is far more important. Staff should praise children who behave politely, kindly and sensibly. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed regularly in class, assemblies and in circle times.

Our behaviour policy and positive praise is linked closely to our School Values of “Love”, “Trust” and “Respect”.

We aim to enable pupils to develop social skills and moral values in the context of the school as a Christian community and carry these values into the wider community.

### **What is good behaviour?**

Good behaviour is identified as being:

- Caring.
- Considerate and kind.
- Polite and friendly.
- Helpful to each other.
- Sensible and hardworking.
- Prepared to listen.
- Respectful of other people and their belongings.
- Looking after each other and the school.

### **How do we encourage good behaviour?**

The school encourages good behaviour by:

- Having a coherent and consistent approach, explaining the behaviour we wish to see.
- Seeking pupils’ views on behaviour issues including school rules.
- Maintaining good relationships between pupils, staff, parents and governors.
- Setting appropriate acceptable standards for children to follow.
- Not accepting inappropriate behaviour.
- Recognising, praising, encouraging and highlighting good behaviour as it occurs.
- Encouraging children to be responsible for their own actions
- Helping pupils to feel good about themselves.

## **How do we reward good behaviour?**

We believe good behaviour should be rewarded by:

- Verbal praise
- Stamps and stickers
- Certificates
- Public acknowledgement in assembly and through school newsletter.

We have a clear reward system that publicly praises good behaviour. Each class has a sticker/stamp/credit system in which children collect stickers or points. The accumulation of stickers is linked to a certificate system (Key Stage 1 - Years R – 2) and to a credit system (Key Stage 2 - Years 3 - 6).

Each class also has a “Zone Board” (KS2) or “Smiley Face Board” (KS1) based on positive behaviour management. All children begin each day on the “gold” area of the board, the expectation being that they will remain on the positive board because they will adhere to the school rules and expected behaviour.

Each week any pupil who remains “on gold” for the entire week, has their name noted by the class teacher. At the end of each half term we then draw a name from each class and these pupils are awarded the “On Gold Award”.

### **REWARDING GOOD BEHAVIOUR (including play times)**

- a quiet word, smile, acknowledgement
- written comment on child’s work
- stickers/stamps/credits
- praise in front of class group
- visit to another member of staff
- certificates
- a mention in school newsletter
- a mention in celebration assembly
- jobs of responsibility around school

### **WHAT TO DO IN CASES OF MISBEHAVIOUR**

- This is linked to the “Zone Boards” in each class (and steps are in hierarchical order) :
- A verbal reminder of misbehaviour
- A warning – move down one zone of the board (to SILVER)
- A second warning – move down to second zone of the board (to BRONZE) – miss one minute off play
- A third warning – move to third zone of board (to RED)– lose two minutes off play
- If a further warning is needed, the child will be asked to move to another seat in the classroom – TIME OUT
- If behaviour continues, the child will be removed to another classroom
- Referral to Headteacher and noted on the behaviour log book
- If 3 referrals take place, a letter will be sent home to notify parents.

- Parents asked to attend school to discuss behaviour
- After school detentions will take place if a pupil is persistently disruptive, regularly sent out of class, is frequently rude or if the pupil wilfully hurts another pupil
- Referral to outside agencies may occur if persistent disruption and poor behaviour continues, in order to help identify causes for the behaviour and help to support the child and, if appropriate, the family
- Temporary or permanent exclusion remains an option as a last resort

### **Further Guidance:**

A calm and controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Children need to be shown that they have the opportunity to make choices and some choices lead to good behaviour and positively affect others, while other choices affect others detrimentally and they need to know the reasons why this is the case. Certain behaviour such as bullying, swearing, rudeness and physical aggression is never acceptable and should be dealt with immediately.

### **Observations, learning walks, pupil and staff questionnaires and consultations all provide evidence for our self evaluation of behaviour and safety in the classrooms where:**

- As a church school we teach the children the school's values which underpin the ethos of the school
- We work to ensure that all classrooms are effective learning environments and that the relationship between teacher and pupil is nurturing, firm but fair
- We expect pupils to make a contribution to a safe, positive learning environment. To make an effort to ensure that others learn and thrive in an atmosphere of respect and dignity
- We aim for pupils to understand very clearly what constitutes unsafe situations and are aware of how to keep themselves and others safe.
- We aim for all pupils to show a high level of engagement, courtesy, collaboration and co-operation in and out of lessons
- We aim for pupils to demonstrate positive attitudes towards the teacher, their learning and each other.
- We aim for pupils to be able to manage their own behaviour and make the right choices.
- We expect pupils to be calm, orderly and considerate when moving around the school
- We expect pupils to treat all adults in and out of school with respect and courtesy
- We expect pupils, including those with identified behavioural difficulties to respond well to the school's strategies for managing and improving behaviour.
- We aim for pupils to have a good awareness of different types of bullying and to take active steps to prevent it from occurring.

### **Bullying and Diversity Incidents**

The Federation of both schools implements an **Anti-Bullying policy** to tackle all forms of bullying and harassment.

The Federation of both schools implement the **Single Equalities policy**.

The school challenges all types of discriminatory behaviour and this is made clear to all staff pupils, parents and governors.

The school has a clear procedure for dealing with prejudice related bullying incidents and the HT and named senior teachers are responsible for recording and reporting of significant incidents to the local authority and governing body.