



Behaviour Policy

Introduction:

This policy has been devised following a review of Greatham Church of England Primary School's Behaviour and Discipline Policy. It is based on good practice within the school and has been developed by all staff including teaching assistants and lunchtime supervisors.

Greatham Church of England Primary School has adopted a positive approach to behaviour around which the aims and strategies of the Behaviour Policy are based.

Our School is dedicated to creating a happy, stimulating learning environment supported by the Christian values of love, respect and trust.

We will ensure that everyone within our school feels safe, valued and is encouraged to develop emotionally and socially.

We strive to equip children with the skills needed to be life long learners as members of our local community within an ever changing world.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Aims:

- To promote a positive atmosphere in which effective learning takes place
- To encourage personal growth and self esteem
- To develop an environment of mutual respect
- To ensure consistency throughout the school in the management of behaviour

The benefits of good behaviour

For the children:

- Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers
- They can work in a calm and quiet atmosphere, concentrating on their learning, free from disruption from others
- They learn to care for each other and the importance of friendship
- They learn self-respect, develop self-confidence and increase self-esteem
- They learn to always try their best in school and feel pride in their achievements

For the staff:

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from the worry of disruption
- Staff can spend more time with the children helping them to learn, rather than spending it sorting out behaviour problems
- There are fewer interruptions and more concentrated learning for all.

For the parents:

- They can feel confident that their children are growing in a positive environment
- To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and can be supported and give support, as we are all working together
- To know their children will receive guidance, support and encouragement to behave well

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate. Behaviours we encourage, support and develop are:

- self discipline;
- respect for all adults, peers and property;
- appreciation of others;
- politeness;
- the ability to listen well to adults and peers;
- the ability to express an opinion appropriately;
- the ability to reconcile any differences
- understanding of others;
- patience;
- pride in achievement, academic and personal;
- co-operation;
- a sense of calm;
- personal tidiness;
- care for the environment inside and outside the classroom.

Actions that may be used to promote good behaviour

- Remind children about the school rules (displayed around the school) by celebrating them when they are kept.
- Use signals to encourage good behaviour– e.g. signals to let children know when to sit up, sit down, turn round, put the chair legs on the floor, stop what you are doing, listen carefully, look carefully.
- Verbal reminders that are anonymous- ‘We’re just waiting for 3 children now to look this way ready to start the lesson’.
- Respond positively to children’s contributions.
- Positive comments in books that reflect effort and/or achievement.
- Sanctions are not threatened but occur naturally as part of the class agreement.
- Ensure that any behaviour that is deliberately ignored is addressed privately with the child.
- Ensure that a stated course of action is followed up.
- Help children to save face in front of others, to avoid any escalation of poor behaviour (private sanction, public reward)
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high expectations of all areas of children’s work in school- behaviour, attitudes and academic work and presentation of work, looking after books.

Strategies:

Greatham Church of England Primary School believes that children learn effectively when they are clear about what they are expected to do and when they are continually and consistently encouraged to do so. The following set of rules will continue to be displayed and upheld throughout school in order to encourage acceptable behaviour.

The rules are outlined below:

School Rules:

- Be ready to learn
- Dream big
- Say please and thank you
- Try new things
- Take risks and make mistakes
- Be kind and believe in yourself
- Raise your hand
- Work hard
- Listen carefully
- Respect each other

Playground Rules:

- We keep hands, feet and unkind words to ourselves
- We play sensibly
- We walk quietly into the classroom when asked to do so
- We stop when we hear the bell and walk quietly and calmly into school a class at a time.

Dining Hall Rules

- We walk quietly
- We use quiet voices
- We put up our hands if we need help
- We use good table manners
- We sit properly at the dining table

Within classrooms the staff and children collaborate on specific rules, including indoor lunchtime rules, which are agreed by all. These are displayed in individual classrooms.

Other positive reinforcements of expected behaviour within school include:

Hands in the air!

Give Me Five!

1. Eyes looking at the teacher
2. Ears listening
3. Lips closed
4. Hands still
5. Mind awake

Good behaviour will be positively re-enforced as it occurs. These re-inforcements (or rewards) are graded and accumulative over an academic year.

Re-inforcements:

- Praise
- Stickers
- Praise pads, postcards home

NB Sweets are not given as a reward of good behaviour or academic achievement.

House Point and Chance Cards

All the children in KS1 and KS2 are split into houses (St. Hilda, St. Bega, St. Oswald, St. Aidan and St. Cuthbert). As a positive reinforcement, the children receive 'Chance Cards' for their good behaviour in school and for good work. The chance cards are then put into the children's house point pots related to their houses. At the end of the week, they are counted by house captains and vice captains and added to their house's scores. At the end of the week each class puts all the chance cards together and one is drawn to win a prize. At the end of the academic year, the house with the most point wins a trophy.

Consequences:

- One warning
- Isolation (to be moved away from the group)

- Time out with another teacher with a five or ten minute egg timer
- Pupil sent to Head Teacher
- Parents informed.
- Meeting with parents (Head Teacher/class teacher/parent)

SEVERE CLAUSE Sent straight to Head teacher or Senior Manager for fighting, using verbal abuse or vandalism.

A behaviour plan will be formulated to help those children who have difficulty learning the appropriate behaviour in school.

NB If children do not finish work, they may be asked to stay in for an agreed time at lunchtime to complete the work. All children need to be supervised if inside school at lunchtime and break times.

Lunchtimes:

Lunchtime Supervisors have undergone behaviour management training and have the same high expectations of the pupils. In order to ensure consistency a Lunchtime Supervisors Handbook has been compiled by the staff. This booklet describes the supervisors' duties at lunchtime. It also includes dining hall and playground rules as well as giving some handy hints and tips to encourage positive behaviour from the children in their care. Relief lunchtime staff can collect a copy of the booklet from the school office.

Parent/Carers:

Parents/carers are the child's first educators and therefore play a crucial role in shaping their child's behaviour. In order to encourage a collective responsibility for their child's behaviour in school, the staff fully supports an 'open door' policy where parents/carers can come into school and meet with staff in order to be informed and involved in the management of their child's behaviour.

All staff have undergone Team Teach Training, (positive handling). This will be used as a last resort to ensure the safety of pupils, staff and property. Any incidents will be recorded and parents notified immediately (see positive handling policy).

Exclusions:

There are currently two forms of exclusion:

Fixed term exclusion: A child can be excluded for up to 45 days during a school year. A child will be excluded for a fixed period of time from Greatham if they continually break our code of conduct and it is considered that the procedures outlined above would not have the desired immediate effect. Parents will be informed immediately of a fixed term exclusion and the reason for it.

Examples of behaviour that will lead to an exclusion: Children swearing at adults in school. Any child, no matter how old, who directs foul or abusive language in anger at any adult in the school, will be excluded for the remainder of that day. Children physically assaulting adults in school. Any child, no matter how old, who physically assaults any adult in anger whilst in school, will be excluded for the remainder of that day. The exclusion may be longer, even permanent, depending upon circumstances.

Permanent Exclusion: The permanent exclusion of a pupil is something we would want to avoid but if after everything else we have used has not been effective, including the Behaviour Support Service and fixed period exclusion, we will be forced to permanently exclude the child. The permanent exclusion of a pupil from our School must be considered by a full meeting of the Governing Body. Parents have the right to put their case to the Governing Body in this instance.

Only the **headteacher** can exclude pupils.

Summary:

This policy clearly sets out Greatham Church of England Primary School's high expectations for behaviour. Appropriate behaviour is rewarded with a variety of reinforcements but a range of consequences is highlighted for those pupils who choose not to behave appropriately.

It is through a shared ownership of this policy and a collective responsibility for the behaviour of pupils within the school that the staff intends to maintain high standards of behaviour in a positive way.

Reviewed: March 2018

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