



POLICY FOR: Behaviour

Responsible person: Mr S Hollingshurst

Date reviewed: June 2017 **Review annually**

“Achieving More Together”

Introduction

The application of our behaviour policy seeks to lead children towards high self-esteem and self-discipline which will show in caring and courteous Christian behaviour towards others. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement. In our school exemplary behaviour is expected, acknowledged and rewarded.

We follow our whole school agreed Values based approach to learning and behaviour. We aim to demonstrate our whole school agreed values in our work, play and in our behaviour towards others, showing:

**RESPONSIBILITY, PERSEVERANCE, HONESTY, KINDNESS,
RESPECT, LOVE and FORGIVENESS**

We accept that:

1. Everyone has to take responsibility for their own behaviour
2. All children and adults have a right to feel safe and secure
3. All children have the right to the best possible education
4. Everyone makes mistakes
5. All behaviour has consequences
6. Positive relationships help build positive self-image
7. Celebrating success helps us all to achieve more
8. Some children need extra help with their behaviour

Aims

At Milton Parochial Primary School we actively promote the highest possible standards of behaviour to help all children achieve their best. In order to achieve this we aim:

- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well;
- To provide a caring community, whose values are built on Christian love, mutual trust and respect for all;
- To promote an environment where everyone feels happy, safe and secure

Racism and Bullying

Milton Parochial Primary School does not tolerate racism or bullying. All incidents are recorded, investigated and reported to Northamptonshire County Council. (See appropriate policies)

Unacceptable behaviour includes any behaviour that:

1. Causes physical discomfort or injury
2. Interferes with another's ability to learn in a positive environment
3. Interferes with the teacher's ability to teach; this includes 'low level' misbehaviour
4. Interferes with another's ability to be or feel safe and secure at school
5. Offends others through words or actions
6. Involves damaging property
7. Involves damaging the reputation of the school in the local community

Staff responsibilities are:

- to expect exemplary behaviour;
- to deal effectively with any unacceptable behaviour;
- to treat all children fairly and with respect;
- to raise children's self-esteem and develop their full potential;
- to provide a challenging, interesting and relevant curriculum;
- to create a safe and caring environment, physically and emotionally
- to use rules and sanctions clearly and consistently;
- to inform parents early on of any concerns or problems;
- to be a good role model;
- to form and maintain good relationships with parents, so that all children can see that the key adults in their lives share a common aim;
- to recognise that each child is an individual, and to be aware of their needs;

Children's responsibilities are:

- to learn to the best of their abilities and allow others to do the same;
- to treat others with respect;
- to demonstrate the school values at work and at play;
- to discuss their feelings and share any worries with staff;
- to accept responsibility for their actions;
- to apologise if they have hurt someone;
- to learn to forgive if someone has hurt them.

Parents' responsibilities are:

- to ensure that children attend school regularly, on time; properly equipped and appropriately dressed;
- to ensure that children's diet and sleep patterns support good behaviour;
- to let the school know of any circumstances at home that may affect their child's behaviour;
- to model positive behaviour and problem solving;
- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their child does in school;
- to foster good relationships with the school;
- to be aware of the school rules and expectations;
- to approach the school if they have any concerns about a child's behaviour or the school's response
- to support the school in the implementation of this policy;

The role of the Head Teacher

It is the responsibility of the Head Teacher, under section 89 of the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children and adults in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Governors

The governors' Curriculum and Pupil welfare sub-committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of monitoring and evaluating their effectiveness. The governors support the Head Teacher and give advice in carrying out these guidelines.

Agreed Classroom and Discipline Plan

Rewards

We believe that the simplest and most effective form of reward is verbal praise. Regular verbal praise and affirmation are vital in rewarding pupils' achievements and raising self-esteem and motivation. We also:

- use written praise in marking
- stamps, stars and stickers
- show other teachers or adults their work
- Show rewards in displays
- Mentions in Achievements Assembly (e.g. Star of the Week)
- Whole class incentives and class rewards/treats

Rewards - Personal and Team Credits

Each child in years 1-6 has their own personal 'Credit Card', in which they accumulate credits for their achievements. Children work towards gaining their Bronze (30 credits), Silver (60 credits) and Gold (90 credits). It is expected that most children will receive their Bronze by term 3; their Silver by term 5 and that some will achieve Gold by the end of the school year. These achievements are celebrated in Achievement Assemblies and pupils take their certificates home. Credit Cards are kept safely in the classroom and are carefully looked after. Credits are given for achievements above the 'norm' and have to be earned. A proportion of credits needs to be earned for demonstrating school values, completing homework etc. This way, children contribute to a wide range of situations and are rewarded for different types of behaviour and attitude. Children in the reception year are rewarded with verbal praise and a variety of stickers, stamps and certificates appropriate to their age.

Team Credits

All pupils are also organised into teams – Red, Green, Yellow and Blue. When a pupil gains a personal credit or reward they add this to their team's achievement chart, which is displayed in the classroom. The team credits are totalled each week and the winning team is announced in achievement assembly.

Sharing success with parents

Sometimes it is appropriate for staff to share the good news about personal achievements with parents on the day that it happens. Staff may share this verbally at the end of the day or send special notes/certificates/stickers home, with a brief note about how/why their child has done well at school. Parents will be informed a week in advance if a child is due to receive an award in assembly.

Consequences

Verbal reminder
Verbal warning
Time out/loss of break time
Repeated misbehavior/time out
Head Teacher informed
Parents informed and contact log updated

The pupil will discuss their behaviour with a member of staff and it may be appropriate to write an apology or a reflection. In the event of repeated incidents then this may result in 'fast track' (see below).

Continued Concerns

If a child's behaviour continues to cause concern, these are recorded in the monitoring file and daily observations are kept. This is for an agreed period of time and may be shared periodically with parents. In the case of continued disruptive behaviour, teachers will consider withholding privileges such as participation in school trips or sports events where these do not form an essential part of the curriculum

Following this process, further disruption or breaches of school policy may result in exclusion. Parents will be kept informed at all stages.

Special Educational Needs

Some children may have behaviour difficulties which may differ from the 'whole school' approach. Pupils with an Individual Education Plan specifying behaviour targets may require special arrangements and these will be agreed by the Head Teacher in consultation with the parents, class teacher and external agencies as necessary. Such arrangements will be communicated to all staff to ensure a consistent approach.

'Fast Track'

Certain behaviours and situations may warrant a 'fast track' approach. This may involve the Head Teacher becoming directly involved at an early stage. However, under normal circumstances, the first point of contact for parents should be the class teacher, who knows the child best at school and will be able to deal with any concern or resolve an issue in the first instance.

Lunchtimes

We do all in our power to make lunchtimes happy and relaxed. There is a good range of toys and equipment to ensure children have the opportunity to play. Staff/pupil ratios are very good and there are organized physical activities and games available throughout each week. Minor incidents/accidents are dealt with by lunch staff and reported to class teachers. If a more serious incident/accident occurs then a member of teaching staff will deal with this. Lunch supervisors are responsible for children's behaviour in the hall.

Fixed Term Exclusion

The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Parents would be fully informed of their rights if this situation arose.

Monitoring and Review

This policy will be annually reviewed by the governors' Curriculum and Pupil Welfare Committee and submitted to parents for approval.

This policy should be read in conjunction with the following related policies:

Anti-Bullying

Special Educational Needs

Personal, Social and Health Education & Citizenship

Race Equality

Equal Opportunities

Positive Handling

Policy

This policy was reviewed on Thursday 29th June 2017. It will be reviewed annually.