



Durley
CE (Controlled)
Primary School

Policy for Behaviour

Summary : Policy for Pupil Behaviour

Prepared by: Curriculum Committee

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DURLEY CE (Controlled) PRIMARY SCHOOL

POLICY FOR BEHAVIOUR

Purpose

As a church school, this policy has been developed in order to determine and request appropriate behaviour from all children to enable the personal, social, spiritual and educational development of each child. The policy is designed to ensure that teachers are not prevented from teaching and children are not prevented from learning by one child or group of children behaving inappropriately. It also ensures that all children are treated fairly, consistently and firmly. All members of the school community have a commitment to implement the policy.

Rationale

Children need, like and respond to praise, positive reinforcement and rewards for their work and behaviour. We believe in the positive and consistent approach of praise and encouragement, in conjunction with clearly defined and maintained boundaries of acceptable behaviour. We have a responsibility to create and maintain an orderly and caring community in which there is respect for all members, and to develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.

We also want all members of our school community to live out our core values as a church school, to show **love** through tolerance and understanding of people's differences; **forgiveness** of other people's mistakes; and **respect** in being able to treat other people as we would wish to be treated ourselves.

Aims

Children should be presented with the opportunities to:

- develop self-discipline;
- develop and promote consideration for other children and adults;
- develop respect for their environment;
- contribute positively to the ethos of the school within which effective learning can take place.

Objectives

It is expected that all children:

- develop a positive attitude based on caring for and sharing with others, thus promoting a friendly, happy and co-operative atmosphere in school;
- exercise the highest standards of behaviour;
- follow the school rules which apply at all times in school.
- promote those positive behaviours which are acceptable and desirable and which should be repeated;
- limit those behaviours which are undesirable and should be avoided;
- value and respect the feelings of others and treat other people with kindness and consideration;
- take pride in themselves, their appearance and the school environment;
- respect the property of others and treat their own belongings with care.

Responsibilities

It is the responsibility of staff to:

- present the correct role model for the children in terms of conduct and courtesy;
- ensure that they create a positive, supportive and secure environment within their classrooms and the school;
- ensure that time is available and committed to training children in acceptable classroom procedures;
- ensure that expectations in terms of rewards and sanctions are clearly understood by children and that the guidelines in this policy are adhered to.

Guidelines

Positive attitudes and behaviour are encouraged and achieved by clear expectations, frequent and positive support of the children's commendable and appropriate behaviour and a number of basic rules with reasonable disciplinary sanctions.

The following rules are intended to:-

- promote those positive behaviours which are acceptable and desirable and which should be repeated
- limit those behaviours which are undesirable and should be avoided

Each day children will start with a "clean slate".

Schoolwide Rules

- We listen to people, we do not interrupt.
- We are honest, we do not cover up the truth.
- We are kind and helpful, we do not hurt other people's feelings.
- We are gentle, we do not hurt anybody.
- We try to work hard, we do not waste time.
- We look after property, we do not waste or damage things.

Rewards

Children who behave appropriately and in a caring way will be praised and rewarded. Praise is given in many ways and might include a verbal congratulation, a written comment or smiley face on work, a visit to another member of staff and/or Headteacher for commendation, a note home, a public word of praise in front of a group, class or the whole school, public acknowledgement in Celebration Worship or the giving of a special responsibility. These operate at the discretion of the class teacher.

Other rewards

- Special stickers/letters/notes/certificates will be awarded in each class on a regular basis to positively reinforce outstanding behaviour/work.
- Class rewards or treats are awarded at the discretion of the class teacher.

CLASSROOM LADDERS

Recognising Positive Behaviour

- Each classroom has a behaviour ladder on display. The ladder comprises of gold, silver, green, orange and red bands.
- Each child's photograph is displayed on the board, starting on the green band.
- Children will be rewarded throughout the day for positive behaviour by moving up the ladder to silver and for outstanding behaviour to gold.
- Silver and gold stars will be given to children at the end of the day if they reach those bands.
- At Key Stage 2 children ending the day on silver or gold accumulate points that go towards badges (bronze, silver, gold) which are presented in celebration worship.
- At Key Stage 1 children ending the day on silver or gold will have their sticker attached to a card that is presented in celebration worship once the card is completed, they will receive a certificate in recognition of a number of cards having been filled.

Dealing with Negative Behaviour

- Children will be moved down the ladder for disruption to learning or breaking school rules to orange and if further disruption to red.
- A warning will be given before moving down the ladder, except in the case of violent behaviour.
- Children moving to orange will miss 5 minutes of playtime, during which work which is deemed unsatisfactory could be repeated.
- Children on orange or red can be moved back up in recognition of improved behaviour.
- If a child is on red and disrupts again, he/she is sent to the Headteacher. This is recorded, and parents will be informed.
- If a child shows any act of violence they will be sent straight to the Head teacher.

Each day starts afresh.

Grounds for Exclusion

- Where there is continued behaviour which is totally unacceptable in school and the child refuses to conform or co-operate.
- Where a child's behaviour constitutes a danger both to himself and to other children/staff in the school.

Procedures Leading to Exclusion

- Where ever possible parents are contacted by letter and warned of the possible outcome of continued inappropriate behaviour. Parents are regularly invited to come in and discuss the pupils behaviour.
- Following the letter or interview, where there is no change in the situation, a child may be excluded for a fixed time. These periods of exclusion may be decided by the Headteacher, depending on the nature and severity of the matter. Where a child returns following a fixed exclusion all possible support will be offered to the child in order to improve the situation.

However, parents will be advised that if the child continues to disrupt, the Headteacher may recommend an indefinite exclusion following guidelines laid down by the Local Education Authority. A permanent exclusion may follow an indefinite exclusion where the situation fails to improve.

- A panel of governors will be fully informed of events, when exclusion occurs.

Exclusion Notes

The Headteacher reserves the right, if appropriate, to override the sanction structure outlined and may

- inform parents directly in the event of unacceptable behaviour
- use physical restraint (*see Policy for Physical Restraint*)

Learning Opportunities

Positive attitudes and behaviour are encouraged by a number of regular learning opportunities

- regular “Circle Time” when each class discusses, reviews and focuses on various aspects of life in school;
- daily acts of collective worship when opportunities for self-reflection are provided;
- games to develop co-operation and team work;
- the SCHOOL COUNCIL –elected year group representatives;
- each class establishing and displaying a class charter;
- weekly personal and social education.

Special Educational Needs

In the event of concerns regarding an individual child’s behaviour a decision will be made regarding whether a detailed observation needs to take place to identify and assess the nature of the difficulties. Following this initial observation an assessment will be made regarding the level of need of the child; the child will subsequently be supported through target-setting and monitoring of the provision evaluated in line with the school’s Special Educational Needs Policy.

Parents

At Durley Primary School we recognise that partnership with parents is a vitally important factor in the success of our work with the children. Our actions take account of the wishes, feelings and knowledge of parents.

Parents are consulted on a regular basis about the Behaviour Policy and are encouraged to express their concerns/complaints in an appropriate manner.

Evaluation

The success of the policy is evaluated against the following criteria:

- * Aims and objectives stated in the policy
- * The success of children in receiving positive rewards
- * The number of sanctions imposed, referrals to the Headteacher, contact with parents, exclusions and use of physical force to control/restrain children
- * The number of complaints from parents and other members of the school community

- ★ The ethos of the school.

This Behaviour Policy has been developed in order to determine and request appropriate behaviour from **ALL** children, which will help encourage the social and educational development of each child.

Records

All staff will keep records of pupil's daily positive and negative behaviour to enable regular feedback to pupils and their parents. Behaviour that is considered unacceptable will be recorded on an ABCC Chart and responded to appropriately. Records of incidents will be kept in the school behaviour log. ABCC charts will be analysed regularly (during pupil progress meetings) in order to try to work out why certain behaviours are happening.

Responsibilities

The Headteacher will monitor the implementation of the policy. The Governing Body will monitor the success of the policy and review it every three years or when needed..