

Stillington Community Primary School

Behaviour Policy

Aims of the policy

- To encourage a calm purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To make boundaries to acceptable behaviour clear and to ensure the safety of all within school.
- To raise awareness about appropriate behaviour to those concerned.
- To encourage increasing independence and self - discipline so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental co - operation and involvement.

Responsibilities

Children's responsibilities are:

To work to the best of their ability and to allow others to do the same.

To co-operate and treat with respect other children and adults.

To obey, with good grace, the instructions of the school staff.

To take care of their own property and that of other people, alongside taking care of the environment in and out of school.

Staff responsibilities are:

To treat all children fairly and with respect.

To raise children's self esteem and to develop their full potential.

To provide a challenging, interesting, relevant curriculum which offers a framework for social education.

To create a safe and pleasant environment, physically and emotionally.

To use rules and sanctions clearly and consistently and be projected as a good role model.

To form good relationship 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 be aware of their special needs.

The parents' responsibilities are:

To make children aware of appropriate behaviour in all situations.

To encourage independence and self-discipline.

To show an interest in all that their children do within school.

To foster good relationships with the school and to support the school in the implementation of this policy.

To be aware of the school rules and expectations.

Positive Approaches

Positive approaches are used to ensure that pupils experience success through their efforts which can be developed through the National curriculum.

Positive approaches are communicated through the relationships, and unwritten and unspoken rules and expectations that exist in school.

Positive approaches aim to ensure that pupils feel recognized as individuals who have something to offer as well as learn.

Strategies for Positive Encouragement:

Showing others their work.

Celebration assembly

Positive feedback to parents (verbal and written)

Stickers from Head teacher

Stickers from other members of staff

Thumbs up and rewards

Encouraging Good Behaviour:

What we do to encourage good behaviour:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through examples, standards of behaviour.
- We praise and reward good behaviour both privately and publicly.

Misbehaviour.

What we do if your child misbehaves:

- We ask them to stop misbehaving.
- We discuss incidents with the children involved and refer to school rules.
- Where possible, we encourage children to try to resolve disagreements themselves and encourage them to take responsibility for their own behaviour.
- In Key Stage 2 warnings are given for unacceptable behaviour, if a child receives 3 then they miss a playtime, if 4 are given the Headteacher becomes involved, if behaviour continues then the Headteacher involves the child's parents.
- In Key Stage One and Foundation Stage a traffic light system is used. It is good to be green. After several reminders children are put onto the traffic light system if

they persist in disrupting lessons or break school rules. [amber = a warning & the child is given the opportunity to alter the behaviour, 1 red = miss 5 minutes playtime, 2 reds = miss 10 minutes playtime, 3 reds = miss whole playtime and HT becomes involved.]

Rules and Sanctions.

1. Limits need to be clear and discussed / talked through in each class.
2. Class rules are displayed in the classroom. They are adopted by any staff teaching that class.
3. Class rules are generally consistent between classes but could highlight particular concerns for that class.
4. **Class rules can change in response to behaviour concerns.**

Repeated or Persistent Misbehaviour.

Where there is repeated or persistent misbehaviour the following will apply:

- Withdrawal of privileges eg. playtime
- Contact with parents through the use of standard incident letter
- Involvement of the Headteacher
- Formal contact with parents
- Exclusion - temporary / permanent

Responses need to be clear and predictable.

1. The effectiveness of sanctions comes through their being imposed following a warning.
2. Teachers' responses need to be appropriate to the level of seriousness of the behaviour.
3. The imposition of a sanction should not be based on the tolerance level of the teacher being exceeded but rather because the child has broken an agreed rule.
4. It should be clear from the teachers' actions that it is the child's behaviour not the child itself that is unacceptable.
5. Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.
6. The aim of sanctions is to discourage future misbehaviour.

Reviewed and agreed: 16th June 2015

Review date: Summer 2017