

‘A journey of Faith, arriving in Hope’

Behaviour Policy

For our children, a positive approach to discipline works. Emphasising desirable behaviour and attitudes motivates the children to conduct themselves in a reasonable manner. All children in school have a right to be in a safe, helpful, friendly environment. Positive behaviour should be encouraged at all times. Children should also be rewarded for displaying good behaviour. This document has been written in accordance with:

- School Discipline and Pupil Behaviour Policy Guidance Summary (DFE)
- Ensuring Good Behaviour in Schools: A summary for Headteachers, Governing bodies, Teachers, Parents and Pupils (DFE)

Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Children’s Responsibilities

- To follow instructions with thought and care
- To show good manners to everyone at all times
- To care for everything and everyone

Staff Responsibilities

- To be a good role model
- To use rules and sanctions clearly and consistently
- To create a safe and pleasant environment, physically and emotionally.
- To provide a challenging, interesting and relevant curriculum
- To treat all children fairly and with respect
- To recognise that each child is an individual and to be aware of their individual needs
- To raise children’s self-esteem and develop their full potential
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim

- To inform parents of support available from school and within the authority

Parent Responsibilities

- To foster good relationships with the school
- To be aware of the school rules and expectations
- To support the school in the implementation of this policy
- To show an interest in all that their child does in school including assemblies to celebrate their children's achievements
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To ensure the Home-School agreement is signed and followed.

Governor Responsibilities

- In consultation with staff and pupils, review behaviour and procedures
- To support the Headteacher to maintain the necessary balance between sanctions and rewards in the policy
- To promote behaviour improvement as a means of improving learning and teaching in order for children to reach their full potential

Rewards

We use a wide range of rewards in school, such as:

- Verbal praise
- Weekly achievement assembly to celebrate academic success, positive attitudes and behaviour in school
- Headteacher's stickers for outstanding work
- Dojo points are awarded to pupils for their efforts and achievement in the classroom, being prepared in school by having the right equipment daily, and for demonstrating positive attitudes towards all aspects of their learning.
Class prizes are awarded for each 25 Dojo points achieved by children. Parents have the option to log in to their child's Dojo account to monitor their child's behaviour in school.

Sanctions

All teachers will agree school rules with the children. Children will be praised for following school rules. However, when school rules are broken the following will be used:

1. Dojo points removed for unacceptable behaviour, negative attitudes towards learning or not being in a position to learn due to not having appropriate equipment in school.

2. Good to be Green behaviour management operates in every classroom which is linked to class Dojo. Children lose 1 point for each yellow card and 2 points for each red card.

3. Red Card Consequences

First offence: 1 hour time out in Key Stage class

Second offence: 1 hour time out with Key Stage Leader (incident logged on SIMS by Key Stage leader) Possible creation of behaviour plan.

Third offence: 1 hour time out with Deputy Headteacher. Parents called into school. Referral to BST. Fourth offence: Meeting with Headteacher and other professionals.

Children who persistently disregard school rules may be put on diary report, or could face a temporary exclusion. At this point the child may be placed on a PSP (Pastoral Support Programme). This strategy involves the child's parents, TESS (Targeted Education Support Service) and the School (Special Educational Needs Co-ordinator may also be involved).

Outside the classroom

Children who are disruptive outside the classroom (playtime, dinnertime) are firstly the responsibility of the teachers on duty or lunchtime staff. If any problems arise which cannot be dealt with, children should be brought in to see the class teacher. If behaviour persists, the usual steps of sanctions will apply.

MONITORING

Monitoring of this policy will be on-going. The Headteacher and the Senior Leadership Team will look at evidence such as: SIMS behaviour logs, observations, staff working groups, learning walks, the children's work and school council minutes.

Date of policy: September 2016

To be reviewed: September 2017