

Greens Norton C of E Primary School



Behaviour Policy

'In our school everyone can join in with all we offer'

Approved by

Richard Jones
Chair of Governors

Jan Pickering
Headteacher

Ratified: 30 January 2008
Due for Review: January 2012

Introduction

At Greens Norton Primary School we want to ensure that our children are safe and happy. Therefore, in addition to teaching them how to read and write, how to count and solve problems, we are also concerned with teaching them how to play together and how to behave towards one another. Children need to be aware of moral issues such as right and wrong, fairness, tolerance, etc. It is also important to remember that school is a corporate community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too.

We are particularly concerned with encouraging good behaviour, which needs to be carefully developed. It is too important to be left to chance. Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

At Greens Norton Primary School we believe that, because staff, children, parents and governors value good social behaviour :

Children

- Learn what good behaviour is.
- Learn to care for one another.
- Learn to value friendship.
- Develop self-confidence.

Teachers

- Teach effectively with few behaviour problems.
- Are caring, consistent and fair.

Parents

- Feel confident that their children are developing not only academically, but also personally and socially.
- Know that their children will receive support when they need it.
- Are able to discuss issues openly in a positive atmosphere.

What we mean by Good Behaviour

Good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful and thoughtful to one another

We encourage children:

- To care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take pride in their own achievements.
- To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- To develop a feeling of corporate responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

How we encourage good social behaviour

- Recognise, highlight and praise good behaviour as it occurs.
- Praise children for behaving well.
- Ensure that we are firm but fair and that our criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Reward individuals and groups of children for behaving well.
- Use relevant teaching materials to support our aims.

Good behaviour is recognised through rewards and privileges. These may include:

- Awarding 'smiley faces', stars, etc.
- Giving additional playtime.
- Giving additional time for children to pursue activities of their own choice.
- Sending positive letters home.
- Learning about examples of good behaviour in assembly.
- Receiving awards/certificates in assembly.

Stopping inappropriate behaviour

On occasions children may forget our Code for good behaviour and be inconsiderate towards others. In the majority of cases a firm reminder will be sufficient to prevent it from happening again. Sometimes, however, this may not be enough and, depending on the situation, it may be necessary to deal with persistent bad behaviour by:

- Discussing the incident with all parties' concerned and reprimanding individuals as necessary.
- Separating pupils within the class.

- Separating a child from the class and referring to the Headteacher or nominated deputy
- Loss of playtime/lunchtime.
- Loss of privileges enjoyed by others in the class.
- Contacting parents to inform them of the incident and discussing ways of working together to improve the child's behaviour.
- If a pupil persistently misbehaves then we would devise an individual behaviour programme, which would help the child to learn appropriate social behaviour. This would be done in conjunction with the parents and the help, support and advice of our local BACIN (Behaviour and Inclusion team).
- As a final resort, we have the powers to exclude a pupil from our school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.

Our Aims

- To develop co-operation in all aspects of school life.
- To discourage aggression in all its forms.
- To ensure the safety of all members of our school.
- To encourage children to take responsibility for their own actions and realise that actions have consequences.
- To develop respect for their own and other peoples' property.
- To understand the need for and develop acceptable behaviour in a variety of situations.
- To make our school a happy, safe and caring place to be.

In order to ensure that all children are aware of what we mean we have drawn up this Behaviour Policy setting out our expectations.

Our Behaviour Policy is based on the following three principles:

- **Rules**
- **Rewards**
- **Sanctions**

We expect all our children to behave in a non-aggressive manner and to be polite and helpful to all members of our school community at all times. We hope that the children will take these values out into the wider world with them.

CODE OF BEHAVIOUR

Children should

- be honest at all times
- be polite and show consideration towards each other and to all adults at all times - bad language is never respectful
- be prepared to take responsibility for their actions
- be responsible for looking after their own belongings - watches, pens, pencil cases, calculators etc.- which they bring to school
- keep toys in a bag in the cloakroom during lesson times
- stay on the playground and not go on to the field or any of the other grass areas because the grass is too wet and muddy when the **STOP** sign is on display in the mobile classroom window
- only play on the playground or field and not on the fences, trees, flowerbeds.
- keep out of the environmental area away from the pond, except when under supervision because it is best to play where it is safe
- keep to the paths
- walk and not run because we want them to be safe and not get hurt - you never know who or what is around the corner
- play on the small play-ground and junior children on the large playground when we cannot use the field because it avoids too many children being on one playground at the same time

Children should not

- play football on the playground when the field is out of use
- play fighting games or piggy-back games, no swinging, tripping, kicking because it is too dangerous and someone will get hurt
- use physical or verbal abuse or any form of bullying – they should think how they would feel if it happened to them

GREENS NORTON C. OF E. PRIMARY SCHOOL

Rules, Rewards and Consequences

RULES

- Listen to and follow the instructions of all adults in the school
- Walk when moving around inside the school building
- Look after our school property
- Keep your hands, feet unkind words and actions to yourself

This is the behaviour we expect and that is acceptable from all our children, in order for children to learn and teachers to teach.

REWARDS

Children who behave appropriately will be rewarded. Below is a selection of rewards that could be given:

Praise - this is the most important and most often given reward.

Smiley face, star, merit, etc.

Thoughtfulness, good manners award.

Used as a positive example in class or assembly.

`Privilege Time': 2.20pm - 2.50pm on Friday afternoon.

Improvement Certificate.

Letter home.

Activities/treats.

CONSEQUENCES

These consequences will apply to those children who do not behave in an acceptable way. They follow on from one another:

A warning will be given that if the behaviour is repeated, the child's name will be put on the board.

Name put on the board - five minutes of `Privilege Time' lost.

Ten minutes of `Privilege Time' lost.

All `Privilege Time' lost.

Headteacher and/or Leadership Team to discuss problem with child and class teacher.

After 2 incidents where all 'Privilege Time' is lost a letter will be sent to parents asking them to discuss the problem with their child and to reinforce the expectation of positive behaviour.

After 2 letters parents will be asked to meet with the class teacher and the child put on a behaviour management programme.

If problems persist parents will be asked to meet with the Headteacher and class teacher.

Exclusions

The Headteacher reserves the right to override the sequence of consequences in cases of extreme behaviour. Children may be excluded for a fixed period or permanently.

Dear

POSITIVE BEHAVIOUR STRATEGY

As you are already aware we have drawn up a Positive Behaviour Policy with the children setting out our expectations regarding acceptable behaviour in school. The Policy is based on the three principles of Rules, Rewards and Consequences.

Our Rules are kept to a minimum and emphasise respect for other children and all adults; respect for property; that we expect children to always try to do their best and that we speak to and treat others, as we would like to be spoken to and treated ourselves.

As part of the Rewards and Consequences system we have introduced 'Privilege Time' on a Friday afternoon when those children who have behaved appropriately during the week are rewarded for their good behaviour and those children who have not miss this time as a consequence.

Unfortunately.....has now lost all his Privilege Time on two occasions because he has not always acted in a responsible way and therefore not earned this additional reward.

At this stage I would ask you just to talk to.....and reinforce our expectation of positive behaviour in order for all the children to be able to learn and teachers to be able to teach in a safe and secure environment. I am certain that by working together we can help.....to see the need for good behaviour at all times in school.

I look forward to the time when I see that.....is earning his Privilege Time every Friday like the vast majority of children at school but if the problem persists I will write again.

Thank you for your support in our efforts to promote positive behaviour at school.

Yours sincerely

Jan Pickering
Headteacher

Dear

POSITIVE BEHAVIOUR STRATEGY

This is the second time that I have had occasion to write to you concerning.....loss of Privilege Time as a result of his inappropriate behaviour.

Unfortunately..... has now lost another two Privilege Times because of his reluctance to respond positively to our expectations.

I would therefore ask you to contact the school to make an appointment to meet with the class teacher to discuss the way forward. Thank you.

Yours sincerely

Jan Pickering
Headteacher

Dear

POSITIVE BEHAVIOUR STRATEGY

I am very pleased to report that..... has been trying really hard to respond in a positive way to our school rules and expectations and consequently there has been a significant improvement in behaviour since our meeting. This also means that he has now been earning his Privilege Time on Friday afternoons too.

We are delighted at this change of attitude and have praised.....for this improvement. We are certain that you would wish to congratulate him too and by so doing reinforce our praise and his success.

We look forward to seeing a continuation of this good behaviour in the future.

Yours sincerely

Jan Pickering
Headteacher