



Rationale

We believe that creating a positive atmosphere based on sharing a common set of expectations and values with consistent standards encourages good behaviour.

It is important that there is a clear distinction between minor and serious misbehaviour and that we all understand this.

We use and model agreed behaviours developed by the pupils and staff throughout school in consultation with Parents and Governors.

We aim to

- Provide a safe and enabling happy environment in which we value and respect each child and adult
- Help children learn the importance of courtesy, good manners and consideration for others
- Look for and acknowledge positive behaviour
- Promote positive and consistent approaches to our behaviour management throughout the school
- Provide clear boundaries for acceptable behaviour to ensure physical and emotional security
- Encourage increasing independence, self-discipline and self-esteem so that all children learn to accept responsibility and take ownership of their own behaviour
- Involve parents in the process and take their views into consideration
- Provide young people with an informed view of life and develop a strong sense of right and wrong, enabling them to become a thoughtful, caring member of society

We will work in partnership with children, parents, Governors and other agencies to achieve these aims.

We will encourage good behaviour by:

- Using & modelling positive language in all aspects of school life
- Focussing on the positive aspects of behaviour rather than the negative
- Adults and children setting an example, explaining and modelling the good behaviour we wish to see
- Working with children to identify and agree boundaries so that we all know what is expected
- Trying to prevent inappropriate behaviour before it starts
- Reminding children of our school rules
- Thanking children for their efforts, recognising & acknowledging good behaviour
- Using issues assembly to share feelings, resolve conflicts and celebrate good news
- Plan and organise the classroom and lessons to stimulate pupils interest and maximise the opportunity for motivation, engagement and involvement.

Parents, teachers, teaching assistants, learning support staff, mid-day supervisors and governors can achieve this by working together.

Our Rules

1. We are always kind to each other. This means that we don't fight (even in play), or deliberately upset each other.
2. We always walk inside the building.
3. We speak to others politely.
4. We look after things and tidy up after ourselves.
5. We take turns to speak and we don't call out or interrupt.
6. We respect ourselves and show respect to each other.

Occasionally children may forget our school rules. When this happens we will respond in a staged manner and this could involve:

- Finding out the antecedents
- Reminding children what our rules are.
- Withdrawing attention.
- The use of "logical consequences" (*see page 3*).
- Short periods of "time out".
- Missing a break time.
- Supporting children to try to make amends for upsetting or hurting others.
- Informing, involving and working with parents.

Where a child's behaviour becomes a concern we

- Contact parents to express our concern and ask for their help
- Write an Individual Education Plan to help the child learn and use more appropriate behaviour in school. This would be at stage 2 of our Special Needs Policy and parents would always be involved in this.
- Ask for advice from outside support services, again with parent's knowledge.

Exclusions from School

It might conceivably be necessary to exclude a child from school. This could be a fixed term exclusion where the child is excluded for a specified number of days. In rare occasions it may be necessary to consider a child's permanent exclusion from school.

Monitoring Our Policy

We will check how effective our policy is through:

- Comments made by parents, staff, pupils, visitors & Governors relating to behaviour.
- Continual staff observation and discussion of children's behaviour.
- The numbers of children who are excluded from school.

This policy was agreed by the school's Governing Body - January 2016

See also Anti-Bullying Policy.

Procedures for Dealing with Difficulties

Logical Consequences

“Logical consequences” offer us an alternative to sanctions or punishments in dealing with inappropriate behaviour. They are based on the presumptions that

- Children make choices about how they behave
- The choices they make have consequences. These derive from the ‘logic’ of the situation: the rules which govern our relationships with one another, the agreements we have made in the School Rules and the reasons why we come to school in the first place!
- Children can make different choices if they are given the opportunity to do so.

Logical consequences are different from sanctions or punishments.

A child who refuses to work.

Where a pupil refuses to do work that has been set:

- Ask if the child has a problem with the work
- Check that the child knows what he/she is expected to do
- Check to see if the work might be too difficult
- Make your expectations clear and set a time limit for completion
- Praise other children or groups of children who are working well.

If necessary work out a “logical consequence” of not doing the work and offer the child a choice. This could be to resume work or to:

- Work in another part of the classroom or out of class
- Stay in at playtime to complete the work.

Swearing & Inappropriate Use Of Language

- Remind the child that it is unacceptable behaviour
- If appropriate, ask for an apology
- Otherwise apply a “logical consequence”, for example, “If you speak like that again, you know I will have to ... It’s your choice” The consequence, depending on the situation, might be to move the child to another part of the class, to remove the child from class, or to report the behaviour to the Headteacher. The latter response would be appropriate if the pupil responds by swearing again. The Headteacher would then consider contacting the parents.

Physical Aggression

Our immediate aim is to stop the incident and to protect the pupils from further harm. This is done through an instruction to stop and moving one or both pupils away from the scene of conflict. If the incident has occurred in the playground, the child would be sent into school. A cooling off period (supervised by a member of staff) is taken before any further action.

The Use of Reasonable Force

It may be necessary for staff to intervene physically in order to protect one or both of the children involved. The Governing Body have taken into account advice provided by the DfE – Use of reasonable

force: advice for Headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of staff have legal power to use reasonable force and this also applies to people whom the Headteacher has temporarily put in charge of pupils such as volunteers.

Informing Parents when Reasonable Force has been used.

In accordance with good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidences.

Procedures For Acknowledging Good Behaviour

- Non-verbal recognition e.g. thumbs up, smiles
- Verbal recognition e.g. praise, thanks.

Children are given the opportunity and supported to reflect on and improve their in behaviour.

We Promote Good Behaviour by

1. Setting agreed and consistent rules/ standards
2. Modelling the behaviour we want to see
3. Listening to children and learning with them
4. Giving praise and positive encouragement
5. Holding weekly "Issues" and "Good News" assemblies to discuss successes and resolve issues
6. Giving clear instructions
7. Providing well planned and purposeful motivational lessons
8. Acting promptly to resolve conflict
9. Differentiating work appropriately
10. Providing an enabling and accessible learning environment.
11. Being aware of the whole class at all times
12. Praising children who are listening and being approachable to children
13. Developing positive home/ school partnership.
14. Admitting mistakes.
15. Supporting each other and working together
16. Celebrating success and building on strengths

Signed

Date.....

*This document may be approved by the Headteacher – it does not need to be approved by the full Governing Body
The Headteacher is free to determine the review frequency of this policy.*