

Castlethorpe First School

Behaviour Policy



JULY 2017

This school is proud of the good behaviour of the children, which allows them to make the most of their learning opportunities.

This policy is designed to maintain good behaviour and encourage children to begin to become self-reliant and self-regulating.

Aims

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive, caring attitudes towards everyone, where all achievements are 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 raise pupil self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help pupils, staff and parents to have a sense of direction and a feeling of common purpose

At Castlethorpe First School we believe that Personal, Health and Social Education is an important vehicle for the development of skills that reinforce positive behaviour. These skills include:

- Independence
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Attention
- Honesty
- Co-operation with adult
- Collaboration with other pupils
- Sociability
- Empathy

All staff are involved in teaching these skills throughout the school day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for pupil behaviour
- Showing empathy and understanding of pupils
- Listening to pupils
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to pupils
- Using positive rewards to encourage reinforce good behaviour
- Agreeing consequences to discourage inappropriate behaviour
- Teaching and reinforcing these skills through assemblies and our PHSE curriculum

Pupils Responsibilities

Class teachers work with the children to develop a set of class rules and develop pupil responsibilities within their classes. These rules may be developed throughout the year as appropriate. The aim of these will be that by giving children ownership, by developing their own rules as well as taking responsibilities within the school, classrooms will be able to work well, providing a safe, happy and busy learning environment, and will make the playground a safe, happy and fair place to be.

Staff Responsibilities

- To treat all pupils fairly and with respect
- To help all pupils to develop their full potential to provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use rewards and sanctions clearly and consistently
- To be a good role model
- To form positive relationships with parents and pupils
- To recognise and value the strengths of all children

Parents' Responsibilities

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school's expectations for behaviour

Rewards:

At Castlethorpe First School we have high expectations for our children. We use a number of rewards:

- Non-verbal rewards such as thumbs up signs or a smile
- Praise
- Showing work to another teacher and to the head teacher
- Stickers
- Writer of the Week Certificate
- Maths Wiz of the Week
- Headteacher Award
- Golden Book
- Outside achievement awards
- Displaying work
- Lunchtime awards

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

Sanctions

We expect all children to work hard and behave well but recognise that on occasions sanctions need to be imposed. If a child misbehaves staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage the pupils to try to resolve disputes themselves and to take responsibility for their own actions.

At Castlethorpe First School we do this by a system of logical consequences. Wherever possible bad behaviour has a logical consequence that is set within the school community. These are linked to the inappropriate behaviour. For example a child who talks in class and disturbs his colleagues might have to work by himself/

herself for a short while. A child who does not work as hard as she/he is able might have to miss out on his/her free choice activity/lunch play or morning play to finish the work set. These are not designed to punish the child but to teach him/her that there is a consequence to inappropriate behaviour. Other strategies might include:

- 5 or 10 minutes reflection time on the bench in the playground at playtime or lunchtime
- Trying to make amends for upsetting or hurting others
- Writing a letter explaining why things went wrong
- Withdrawal of a privilege
- Discussion with the head teacher
- Discussion with parents

Incidents of bullying or racist behaviour are recorded in the Record of Bullying notebook which is kept in the heads office. Information should be recorded on the Racist Incident Report Form.

Racist Incidents

The ethos of the school places a strong emphasis on all pupils and adults being treated with respect. The PSHE curriculum gives the opportunity to celebrate a multi ethnic Britain. Please refer to our Equality Policy for further information.

Involving Parents

Parents are encouraged to take an active part in school. We believe that is essential to establishing trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

If there is concern about a pupil's behaviour his or her parents will be invited to talk to his or her class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil (for example marital breakdown, bereavement, or if the child is unhappy in school). The teacher will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or the pupil each week.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the Headteacher or Special Needs Co-ordinator. Later, an Individual Education Plan (IEP) may be written and discussed with parents. School might enlist the support of an external agency, eg Primary Behaviour Support.

The IEPs are reviewed regularly- if there has been progress the IEP is adjusted or withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to an Educational Psychologist—parental consent is sought prior to any referral being made.

In exceptional circumstances a pupil might be excluded from school. This will only be done if it is felt that he/she is a risk to himself or to other pupils in the school or when no other effective alternative is available.

Monitoring and Evaluating

The effectiveness of the policy will be measured by

- Improvement in pupils skills and abilities as described on page 1
- The children taking ownership of their class rules and this is seen in their day to day interactions
- All staff feeling confident about supporting the behaviour procedures
- Parents being supportive of their children
- It will be reviewed annually