

All Saints Primary School Behaviour Policy

'Good behaviour is a necessary condition for effective teaching to take place.'

The school seeks to create an environment which encourages and reinforces good behaviour promoting self-discipline as a life-long skill needed to make a valuable contribution to society. The children bring to school a wide variety of behaviour patterns, but at school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Aims.

- To create an environment, which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, and positive relationships.
- To ensure the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with each other and the children.

As adults we should aim to;

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual;
- Promote honesty and courtesy by setting a good example.
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding the needs of others.
- Ensure the fair treatment of all regardless of age, gender, race and ability;
- Show appreciation of the efforts and contribution of all.

The curriculum and learning.

We believe that an appropriate curriculum and effective learning contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help pupils to feel valued and to see their efforts and achievements acknowledged.

Lessons have clear objectives, understood by the pupils, and are differentiated to meet the needs of children of different abilities. Marking and record-keeping are used to involve pupils in their progress, and target-setting for future learning.

Classroom Management.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms are organized to develop independence and personal initiative. Displays help develop self-esteem by valuing children's contributions and the overall environment is a lively, safe and welcoming place.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

Rules and Procedures.

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should;

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone to take part in their own development;
- Be consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities to the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a positive motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal; public and private, to individuals and groups. It is earned by the maintenance of good standards, as well as note-worthy achievements. Merit assemblies are a public recognition of both academic achievement and good behaviour. Pupils may be rewarded by merit certificates, housepoints and stickers. Each housepoint counts towards a total and a trophy at the end of each year. Individual housepoint certificates are awarded to pupils each term for their contribution to the totals. Each classteacher nominates three pupils for a special headteacher's certificate once a term.

In addition the 'Rewards and Consequences' document should be read in conjunction with this section.

Sanctions

From time to time there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of a sanction should be characterized by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required in the future.
- The sanction should be fair and fit the severity of the offence.
- It should be the behaviour, rather than the person, that is disapproved of.

Sanctions range from expressions of disapproval, names being displayed on a 'sad face' board, loss of privileges, referral to a senior teacher, or the headteacher, a letter to parents and in the last resort, exclusion,[following LEA Guidelines] Most instances of misbehaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

In exceptional circumstances it may be necessary to seek help and advice from the Educational Psychologist or Child Guidance Service.

In addition the 'Rewards and Consequences' document should be read in conjunction with this section.

Communication and Parental Partnership

We give a high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and the steps that are being taken in response. The classteacher should inform the headteacher of any serious concerns so that strategies can be discussed and agreed, before more formal steps are taken.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and any further action discussed with the parents.

Written following the recommendations of the Behaviour Working Party and discussions with the whole staff. June 2003.

To be reviewed June 2004

Replaced by 'Rewards and Consequences' policy September 05

Reviewed September 06