



Petteril Bank Community School BEHAVIOUR POLICY



Introduction

At Petteril Bank School we believe that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We aim to create a happy, calm, secure and purposeful working environment where all children have the opportunity to achieve their full potential without disruption by other children.

Aims

The school aims to create a caring and learning environment in the school by;

- Encouraging good behaviour and discipline.
- Promoting self-esteem and encouraging respect for others.
- Ensuring fairness of treatment for all.
- Fostering respect for the children's own property, for others and for the school environment.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, bullying and any form of harassment.

Roles and responsibilities

The Governing body will establish in consultation with the headteacher and staff the policy for promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to pupils and parents and is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the day to day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

Staff, including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and are fairly and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have the responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy consistently.

The Governing body, Headteacher and staff will ensure that the policy is not applied differently on any grounds, particularly regarding ethnic or national origin, culture, religion, gender disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school and to assist the school in monitoring high standards of behaviour. They will

have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made aware of the policy, procedures and expectations. Pupils need also to ensure that any incidents of disruption, bullying and/or any form of harassment are reported.

We expect to achieve these aims in the following ways:

Good classroom management

- Where there is an emphasis on the positive, including praise for good behaviour and thoughtfulness as well as for good work.
- Where classroom and lesson are interesting and well organised so that the children are well motivated and opportunities for disruption are kept to a minimum.
- Where teachers model the standards of courtesy expected from the children.
- Where resources are accessible to all children and where a sense of ownership is developed so that the children take care of classroom equipment and tidy it away carefully.
- Where examples of children's contributions are shared, celebrated and valued. (e.g. through good work assemblies, celebrations boards, etc).
- Where children take an increasing responsibility for their own learning.

Good communications

- Where parents are informed verbally about their child's behaviour.
- Where parents are supported to understand expectations in school.
- Where all adults in school, teacher, classroom assistants and lunchtime staff have a clear understanding of the behaviour policy and are aware of their own important contribution to its implementation.

Rewards

Good behaviour is not automatic but needs to be taught and supported. The use of rewards can be an effective aid to learning and may include:

- Instant praise from an adult (or peers who are also encouraged to look for and praise achievement - e.g. circle time activities)
- Name written in the Golden book for Golden book assembly.
- Merit stickers/class tokens
- Specific privilege (prize box, time on an activity and children may decide what this is)
- Praise from the head teacher

We understand that encouraging good behaviour is a realistic aim. We are also aware that eliminating all bad behaviour is not. Some children will have a need to test the boundaries of acceptable behaviour.

The following sanctions will be applied when behaviour is judged to be unacceptable. The use of the traffic light system in each classroom gives children a visual prompt about their behaviour in school.

Across the whole school the following sanctions may be used:

- A look of disapproval
- Verbal warning
- Miss breaktime or lunchtime playtime
- Use of traffic lights (see specific system for key stage)
- For violent offences children will go straight to red on the traffic lights without warning system listed below.
- Sent to head teacher
- Parents informed

Within Foundation Stage and Key Stage 1 the following system relating to the traffic lights will be used.

- A warning
- If the behaviour continues time on the thinking cushion
- If the behaviour continues move on the traffic lights

Within Key Stage 2 the following system relating to the traffic lights will be used

- A warning
- If the behaviour continues then move on the traffic lights

For a few children the system listed above will not discourage inappropriate behaviour. For these children an individual behaviour plan will be used. A child with emotional and/or behavioural difficulties may also be referred to outside agencies for further support. The school will follow advice and guidance from outside agencies to improve behaviour in school. In exceptional circumstances pupils may be at serious risk of permanent exclusion and may need longer term intervention to help them manage their behaviour better. Referrals to outside agencies such as the Educational Psychologist will be made as appropriate. Children may also be referred to the pupil referral unit.

Damage to school property will be reported to parents and a request for a replacement or a contribution towards replacing or repairing the damaged article may be made.

ALWAYS REMEMBER TO PRAISE/CONDEMN THE BEHAVIOUR NOT THE CHILD.

It is important that everyone who has responsibility towards the children in our school fully understands this policy and that it is acted upon fairly and consistently.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request. .

The policy will be reviewed every two years

This policy was agreed by the governing body on October 2015

Date of next review October 2017

