

Naburn CE Primary School



Behaviour Policy

Date of Last Review: February 2017

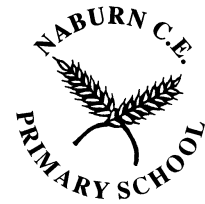
Date of Next Review: February 2020

Date of TLC Meeting:

Date of FGB Meeting: 22nd March 2017

Compassion Trust Perseverance

Reviewed February 2017



BEHAVIOUR POLICY

1. Introduction

The purpose of this policy paper is twofold: first, to define the means by which good behaviour is fostered in the school and, second, to provide guidelines for how inappropriate behaviour should be addressed. The policy should be read in conjunction with other school policies, notably the Anti-Bullying Policy and the Equality Policy; also the local authority Behaviour and Exclusion Guidelines.

We aim to develop self-discipline in children and to create the conditions for an orderly community, based on our three core Christian Values of Compassion, Trust and Perseverance, in which effective learning can take place and in which there is mutual respect between all members and an awareness of their environment.

2. Achieving Good Behaviour

Good behaviour at school is achieved by:

- Actively promoting our three core Christian Values
- Actively promoting, encouraging and rewarding good behaviour
- Ensuring all children are familiar with their class code of conduct; that it is clearly understood, consistently and fairly applied and shown to be reasonable, sensitive and effective. We ensure rewards and punishments are used consistently and fairly. This consistency is achieved through monitoring and evaluation by the Headteacher and the Governing Body
- Providing an appropriate, exciting curriculum in a stimulating, well-managed environment, thereby ensuring that pupils are fully committed to learning and the school's ethos, rather than disengaged and negative
- Ensuring children feel valued and worthwhile. Children need to see it is the behaviour which is unacceptable, not them
- Providing good role models
- Ensuring children are well-supervised at all times and minor offences are checked immediately. An important additional factor is an effective mechanism for sharing sensitive information about behaviour issues amongst staff. The purpose of such a mechanism is to prevent the escalation of such issues into serious misbehaviour
- Maintaining close links with parents, and where necessary with external support services
- Employing a wide range of sanctions for misbehaviour, enabling the appropriate action to be taken
- Analysing the 'cause' of persistent problem areas e.g. providing new games for wet playtimes

3. How do we promote good behaviour?

- Fundamental to the promotion of good behaviour is the embedding of our Core Christian Values. These are explored in Collective Worship and in class
- Alongside this is the 'class code of conduct'. This is a joint contract between each class and its teacher, but framed within an overall school code, thereby guaranteeing a consistent approach across the school. Each class code of conduct will be displayed in the classroom and staff will refer to it and discuss it at appropriate times – e.g. Class Worship times, circle time and PSHCE lessons
- We will reinforce expectations whenever possible by recognising and rewarding good behaviour using praise, stickers, class systems, house points and reward certificates
- Staff will serve as role models of good behaviour through their relationships with pupils, parents and colleagues
- All members of staff will be made aware of this policy and offered further training when appropriate. The issue of behaviour management will be considered in the performance management process, and at learning meetings also

4. How do we deal with inappropriate behaviour?

- Staff use their professional judgement to decide when it is appropriate to act. Sometimes it is more effective to reinforce expectations by ignoring minor inappropriate behaviour, instead praising the child who is showing desired behaviour
- When challenging a child for inappropriate behaviour, staff will always refer to the behaviour rather than the child
- When appropriate, some privileges may be withdrawn e.g. football at break
- If a child persistently misbehaves and continues to disrupt the rest of the class, despite interventions from the teacher, they may be sent to work under the supervision of a teacher in a different classroom; at this point parents will be notified by the class teacher.
- If the behaviour persists, the pupil will be required to work in isolation, under the supervision of the Headteacher
- If the behaviour continues, the child's parents will be informed and asked to meet the class teacher and Headteacher to discuss strategies and actions. Notes of the meeting will be taken. It will be made clear that the meeting is confidential and is a formal part of the behaviour management process.
- If a child has more severe or long term behavioural problems, an individual programme will be set up in consultation with the child's parents and if necessary the appropriate support services
- Parents are encouraged to share concerns with the school about any behaviour-related issues. A file will be kept of such correspondence and scrutinised as part of the overall review of the policy
- Similarly a record will be maintained of serious breaches of the behaviour policy, or any concerns about behaviour issues

- Instances of bullying will be regarded as serious breaches of this policy and will not be tolerated. The school's anti-bullying policy addresses the issue in more detail
- MSA's are trained in Behaviour Management and meet regularly with the headteacher
- A 'lunch time' log book is kept by MSA's in which any behaviour issues are noted - these are followed up by class teachers or the Headteacher
- The effectiveness of this policy and its implementation will be monitored, evaluated and reviewed regularly

The school's Teaching and Learning Committee will be responsible for the monitoring of the policy's implementation.