

ALICE INGHAM R.C. PRIMARY SCHOOL



**Aiming for Excellence
Through Faith and Learning**

Behaviour Policy **Spring 2013**

Behaviour Policy

In accordance with our Mission Statement and the values of Rights, Respect and Responsibility as set out in the UNCRS, we have reviewed our Behaviour Policy as set out below.

Aims and expectations

We expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

Our expectations for good behaviour are encompassed in the following...

Work hard

Listen

Be kind and helpful

Be gentle

Be honest

Look after property

Promoting Positive Behaviour

Positive behaviour is consistently reinforced and staff model appropriate behaviour.

We provide an appropriately structured curriculum, planning for the needs of individual pupils through differentiation.

We encourage children to participate in setting targets for behaviour.

Praise is given at a ratio of 5:1.

We actively seek children 'doing the right thing'

ALL children take part in our 'massage in schools' programme daily after lunch.

Rewards

We believe good behaviour is necessary for effective teaching and learning to take place

Anti-social behaviour is unacceptable.

Children are expected, through their behaviour and manner, to be good representatives of themselves and the school

Our reward system celebrates achievement and endeavour throughout the school.

Children are given choices to take responsibility for their own actions.

Reward charts are displayed in all classrooms and explained to children.

Rewards Summary

Whole school Rewards	Team stars + Certificates	For good work / behaviour
	Golden Book	Good behaviour
Class Rewards	Stickers	Work / behaviour
	Marbles/ raffle tickets	Whole class work /behaviour

Sanctions

Our sanctions are based on the principle that all children are in school to learn. For pupils who choose to disregard the rules of the school and interrupt their learning or that of others, a series of consequences are in place.

We follow a structured system when dealing with unacceptable behaviour.

When Sanctions have been used each new session is started as a NEW session or day.

Children and staff forgive previous behaviour after sanctions have been imposed.

(See appendix)

Sanctions summary

Reminded of class code of conduct.
<u>Warning 1</u> Work on own for 5 minutes in class.
<u>Warning 2</u> Work in link classroom. - 15min + work
<u>Warning 3</u> SLT involved & Headteacher notified Missed playtime/ work in link classroom/ parents contacted, or a combination Lost learning time is made up for 15 minutes at the end of the school day.

Records of 'warnings' are logged by class teachers, kept in class and reviewed weekly by the Behaviour and Learning Mentor

Link Classrooms

Class teachers will endeavour to keep a record of children sent to them. (See appendix)

Reception	Year 4
Year 1	Reception
Year 2	Year 1
Year 3	Year 6
Year 4	Year 2
Year 5	Reception
Year 6	Year 5

Sanctions charts are displayed in all classrooms and explained to children.

Bullying

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. A record is kept of all incidents of bullying in the Headteacher's office. (See anti-bullying policy)

Team Teach

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFEE Publication:- The Use of Reasonable Force 8/11

Staff only intervenes physically to restrain children, to prevent injury, if a child is in danger of hurting him/herself, or if the good conduct of a class is threatened.

Only Team Teach trained members of staff restrain children and only if other sanctions are ineffective.

Records are kept by the Headteacher for each occasion Team Teach is used.

SEALs & Dinosaur School

Good behaviour is taught explicitly through weekly timetabled lessons throughout the school.

KS1 through Dinosaur School

KS2 through SEALs

As a school we share a half-term focus based on SEALs, which are developed further in class.

A behaviour target may also be set by class teachers / SLT.

Code of Conduct

Each class will produce a Code of Conduct (Linked to SEALs work) in September.

These will be displayed in classrooms and reviewed termly.

Additional Support

Additional support is available through the school's SEN system for pupils with social, emotional and behavioural needs.

Children who have dedicated LSA support through a statement of additional need, receive dedicated time to develop emotionally and socially through Sulp, or 'Circle of Friends'.

As a staff we identify pupils in our school who may benefit from talking through emotional or behavioural issues in a Nurture group.

Exclusions

Exclusions are used as a last resort after all other strategies have failed, or in response to serious incidents involving pupil or pupils.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may exclude a pupil permanently.

The Headteacher may convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

If behaviour is challenging and persistently disruptive, school may involve the support of outside agencies through the SENCO or Headteacher.

The role of parents

We work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The school rules are explained in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about behaviour, they should initially contact the class teacher.

The school may confiscate items which are deemed inappropriate for school. Items may be returned at the end of the school day, or returned to the child's carer as appropriate.

Parental Behaviour

Our school believes staff, parents/ carers and school children are entitled to a safe and protective environment in which the school conducts itself. Behaviour that will cause harassment, alarm or distress to users on the premises is contrary to the aims of the school.

The school will not tolerate threatening, abusive or insulting words and behaviour by people entering the school premises. This also includes abusive and insulting language used on phones or any written communication.

Parent Procedures

1. School will speak directly to the parent/adult.
2. Parents will be reminded of the school policy.
3. Refusal to comply will be reported to the Chair of Governors and the Local Authority. (Health and Safety)
4. Chair of governors and Local Authority will respond by letter.
5. Legal Team send a warning if not compliant.
6. Parents/ adults may be barred from the school premises.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Monitoring

Behaviour tracking sheets are monitored weekly by the SLT.

These may be discussed with class teachers, parents may also be contacted in the case of persistent disruptive behaviour.

The SLT monitor the effectiveness of this policy and review it with staff at the start of each term.

The Headteacher may complete an 'ABC exit sheet' with the class teacher, detailing cause of disruptive behaviour, strategies employed and actions to be taken.

At all times the RIGHTS of the individual to learn in a safe environment is considered alongside each individual's RESPONSIBILITY to ensure that they do not take anyone else's right away. Pupils and adults show each other the RESPECT they deserve.

Review

The policy will be reviewed every two years, or in light of new regulations, or if the governing body or SLT receive recommendations on how the policy might be improved.

Other Relevant Policies Anti-bullying policy PSHCE SEN Dinner time Behaviour