



## **Behaviour**

**Reviewed: January 2015**

### **Rationale.**

Our children are generally very well behaved and co-operative. They are expected to behave in a responsible manner, showing consideration, courtesy and respect to others and their property at all times. Most do, but a policy is needed so that all staff and parents understand the methods we employ to achieve the children's co-operation.

### **Aims.**

- To use praise and encouragement as much as possible to maintain and improve children's self esteem.
- To encourage positive attitudes and self-respect.
- To encourage increasing independence and self-discipline so that each child accepts responsibility for his/ her own behavior.
- To make boundaries of acceptable behaviour clear and ensure safety.
- To encourage class groups to be proud of their collective good behavior and unwilling to accept poor behavior in their peers.
- For all adults to use consistent, positive and supportive approach to dealing with children throughout the school – to ensure that good, productive relationships prevail (ref "staff responsibilities")
- To use punitive measures sparingly, but effectively.

### **Guidelines:**

- We have a clear code of conduct in place in our school. This is displayed in classrooms and understood by the children. To support this we have a balanced combination of rewards and sanctions, agreed on by all of our staff and governors.
- Communication with parents is essential. We aim to encourage their support, understanding and approval of the methods which we employ.
- All teaching and non-teaching staff accept responsibility for encouraging good behaviour in our children
- Non-teaching staff should refer incidents to the Class Teacher or the Headteacher, depending on the circumstances, as laid out later in this policy.
- Where either persistent or severely poor behaviour is noted, a log should be kept by the teacher. The Headteacher should be informed that a log has been started and a review process agreed



### **Staff responsibilities:**

It is important that all adults working at St, Minver School accept responsibility for all children's behaviour throughout the school and act appropriately when any misbehaviour is noticed.

- ☑ Treat all children fairly and with respect.
- Raise children's self esteem and develop their full potential.
- ☑ Provide a challenging, interesting and relevant curriculum.
- ☑ Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalized learning.
- ☑ Create a safe, pleasant and stimulating environment both physically and emotionally.
- Set out and use rules and sanctions clearly and consistently.
- ☑ Ensure rewards and sanctions are followed through.
- Be a good role model.
- ☑ Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties, such as classroom monitors and school prefects in top class.
- Through PSHE ☑ ☑ develop a **Classroom Charter** (agreed rules) with children so that children are very clear about how they are expected to behave.
- ☑ Encourage children to take care of their own property, their school, and the property of others.
- Keep a record of ongoing behavioural issues involving individuals.
- Discuss with parents any concerns about a child's behaviour

### **Parents involvement and support:**

Our school expects and depends upon the support of parents in all matters concerning their children's behaviour.

We contact parents when we feel that their cooperation is needed or if there is any incident or problem about which they should be informed. On these occasions a brief record of contact date and reason is noted.



Parents are encouraged to contact us if they have any concerns about their child's progress, happiness or attitude to school.

Each year a written report is sent to parents detailing among other things, their child's attitude and behaviour in school.

### **Code of Conduct for Pupils**

All pupils are encouraged to act with consideration and courtesy to all others at all times.

1. Always speak politely to everyone.
2. In class, make it as easy as possible for everyone to learn and for your teacher to teach.
3. Move quietly and sensibly around the school.
4. Keep the school clean and tidy.
5. At playtimes and dinner-times, consider others in the playground.
6. Respect the property of others.

### **Rewards**

- Commendations are entered on children's marked work.
- Stars, stickers, badges or class points are given as incentives for improvement;
- Praise is given from meaningful adults and peers e.g. classmates, Teacher, Headteacher, previous teacher etc.
- Additional minutes of class playtime.
- Awards are made publically at the Leaver's Presentation
- Y6 entitlement to be and remain a Prefect.
- Public praise in the classroom, celebration of examples of good behaviour during weekly 'celebration' assemblies.

### **Sanctions**

Our school has a positive environment where sanctions are rarely used. When required, class teachers deal with class discipline using their own reward scheme punitively. More general sanctions include:

- Take a child to the side and speak quietly in a dialogue which will discuss what happened and the consequences of the child's actions.
- Reprimand, drawing the child's attention to wrong doings with explanation
- Repetition of work
- Loss of playtime, choosing time or lunchtime
- Informal discussion with parents (child present)
- Punishment to match the offence e.g. picking up litter



- Written explanation / written work as punishment
- Withdrawal of privileges.
- Sit in an isolated seat within the classroom.
- Work in another classroom for a limited period.
- Child sent to the headteacher or deputy head to discuss action and consequences.
- Formal discussion with parents to agree the way forward.

### **Exclusions**

This is not a preferred option of the school but we acknowledge that in certain circumstances it is appropriate.

The Headteacher may exclude a child for up to 45 days in any one school year. This would be used only in extreme cases and include a period of planned re-integration. Any exclusion would be reported to the school governors. Exclusions will usually be applied for a fixed period planned to be the minimum length required for pupils and others, to understand that their behaviour has been unacceptable. A fixed period of between one and three days would be appropriate for a first exclusion. During any exclusion, work will be sent home for a child and returned to school for marking.

When a lengthy exclusion is undertaken, the Headteacher will arrange a meeting of the governors 'Pupil Discipline' Committee, within a maximum of 3 working days, to agree this action. At this meeting, a re-integration plan will be formulated.

### **Detention**

It is not our school's policy to detain pupils after school as a form of punishment. During the school day, the teachers may withhold playtime and lunchtime privileges as part of the school's agreed sanctions.

### **Informing parents about this policy**

This policy is available on request to all parents of registered pupils. Essential précised details can be found in the School Prospectus, which is annually updated and available to parents from the School Office.

### **Conclusion**

Our school aims to teach values as well as knowledge and skills. Some of this teaching of values is carried out in lessons but in the main it is taught simply through the good-natured way in which pupils and teachers behave towards one another. Shouting is rarely a feature of our school. By providing a reliable, consistent expectation of each other we try to create a positive community ethos. This we are currently pleased to enjoy at our school.