

All Saints' CE Primary School



Behaviour Policy

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Author: M Robinson



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Rationale

For effective learning to take place, it is essential that the children are in a happy, secure and ordered environment. To this end, children are encouraged and rewarded for good behaviour through a variety of reward schemes and where necessary, individual positive behaviour programmes. Positive behaviour is modelled by all staff and adults in school and the strong ethos of high behavioural expectations permeates to the children.

Aims

- To develop and maintain a friendly and caring atmosphere where children and adults work together with respect and consideration towards each other.
- To develop responsible behaviour and self-discipline.
- To create an orderly environment for effective learning to take place
- To promote respect for the school building, equipment and other people's belongings and the wider community.
- For staff to deal with incidents in a fair manner.
- For staff to approach all incidents in a consistent way.
- For children, staff and parents to actively support the policy.

The behaviour we encourage in school has been summarised in five school rules. These rules are displayed around school so that everyone is fully aware of expectations. The rules are reinforced during Collective Worships, assemblies, circle time, class discussions and through the school council. They will also act as a point of reference when discussing behaviour with individual children and parents.

School Rules

- We always try do our best
- We treat other people as we want to be treated ourselves
- We respect other people's property and look after our own.
- We remember to move around school sensibly and quietly
- We try to be honest and always tell the truth.

To encourage responsibility for their own good behaviour, there is a series of rewards in place.

Reward Schemes

All children are in a school house team and house points are given for a variety of things including good work, manners, kindness, consideration, doing a job responsibly, achieving individual targets, etc. Any adult in school, teaching and non-teaching can be involved in the process and give a house point token to a child. The tokens are counted each week and a half term reward is given to the house with the most points, this can be an extra playtime.

Each class could also have their own method of recording and rewarding positive behaviour and attitudes and children will be involved with the decision on types and frequency of rewards. Younger children need more immediate reward schemes whilst the older children are more capable of "saving up" for a reward. Also, each



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week children are nominated by staff for a Headteacher's Award and the certificate is presented at the Friday celebration collective worship.

Additional Behaviour Methods

All children are encouraged and rewarded for making the right choices about their behaviour and attitude. If they choose to break the school rules then they opt to face the consequence for their action:

- A verbal/signed/written warning is always given by the adult about the behaviour/attitude in the first instance.
- Withdrawal from break and lunch time as a lunchtime detention for verbal/violent behaviour.
- Time out (10 mins intervals) from the situation within the classroom.
- Time out (10 min intervals) from the situation within KS Coordinator's class base – with appropriate set work.
- Time out (10 min intervals) from the situation under the Headteacher's/Deputy supervision.

For some children whose behaviour is persistently causing concern, or they are following a behavioural plan, additional methods and incentives need to be considered. The method chosen will be at the professional discretion of the class teacher, SENDCo, and Headteacher. The parents will be informed of the child's behaviour and the steps taken to modify and improve it including working with outside agencies.

Extreme Behaviour

Behaviour we consider to be extreme and guidelines of how to deal with such behaviour are set out below;

- Persistent and deliberate hurting of other children.
- Verbal abuse to adults/children.
- Physical abuse of adults/children.
- Discriminatory remark or behaviour.
- Inappropriate sexual behaviour.
- Persistent defiance to adults, both verbally and non verbally.
- Persistent disregard of other people's and school property.

In each case parents will be notified and a meeting arranged between Head/teacher/parent and child (SENCO when applicable). A contract and a course of action will be agreed with regular reviews. Behaviour will be recorded on a behaviour form in the Behaviour Folder for reference.

Exclusions

Some behaviour can justifiably be described as so extreme, serious or persistent that it can lead to exclusions. In such cases, the Governing Body of the school will follow the Local Authority's guidelines.



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