

Ainderby Steeple CE Primary School

Behaviour Policy

WRITTEN: Autumn 2014

REVIEW: Autumn 2017

'Kind words, kind actions, take responsibility'

At Ainderby Steeple CE Primary School, we want children to achieve the best of their ability, learning in a safe, caring and happy environment.

The purpose of this policy is to have a clear code of conduct for use by all at Ainderby Steeple CE primary School. It reflects the Christian values and principles that we consider to be important for the school. The policy is not static and is responsive to the changes within school and the needs of individual pupils. Poor behaviour can have a detrimental effect on enjoyment and achievement and we will work hard to help children understand what is acceptable good behaviour.

The Role of our Pupils

Pupils at Ainderby Steeple CE Primary School are expected to:

- Allow pupils to learn and teachers to teach without disruption.
- Display positive attitudes towards other pupils, showing understanding, tolerance and compassion to others.
- Contribute positively to the school's happy and safe environment.
- Take responsibility for their behaviour, actions and attitudes at all times.

The Role of Parents

- To support the school behaviour policy and rules.
- To work in partnership with school to benefit their child's education and welfare.
- To encourage their child/children to be a positive member of the school community.
- To liaise with school regarding any concerns they may have.

The Role of School Staff

- To implement the school behaviour policy consistently and fairly.
- Provide a safe and positive environment within school.
- To regularly communicate what good behaviour is to pupils.
- To work in partnership with parents and carers to benefit their child's welfare and education.

The Role of the Headteacher

- To implement the behaviour policy and report to governors on the effectiveness of the policy.
- To ensure the health, safety and wellbeing of all children in the school.
- Keep records of all reported serious incidents of misbehaviour.
- To ensure all staff are trained and supported to deal with incidents of misbehaviour.
- Responsible for giving fixed term exclusions to individual children for serious acts of misbehaviour.

The Role of the Governors

- To ensure the behaviour policy is in place and followed.
- To support the Headteacher in the implementation of the policy.
- To provide an impartial resolution to disputes between school and other parties in accordance with the school's complaints policy.

Promoting Good Behaviour

Our aim is to promote and celebrate good behaviour at all times. Some of the ways we do this include:

- Every child collecting stars for their team to gain certificates for every 25 stars achieved.
- Additional group and class rewards decided by the class teacher in conjunction with the children
- Extra privileges in class e.g. additional jobs or responsibilities
- The use of circle time to celebrate achievements
- Nominated class representatives of the week
- Agreed and signed class code of behaviour displayed on the classroom wall

Friday Celebration Assembly

- Opportunity for children to share and talk about their achievements and interests
- Presentation of certificates for stars collected
- Presentation of certificates for class star of the week
- Announcement of the total number of stars collected for each house
- 'Huff and Puff' team nominating people for special achievements
- The issuing of swimming certificates and other certificates from sporting activities

Addressing Unacceptable Behaviours

We aim for a happy, safe and positive environment where pupils can learn and teachers can teach without disruption and therefore our expectations are high. Teachers also have the freedom to exercise their own judgment on how best to manage their classes. Teachers are therefore responsible in the first instance, for discipline within their classroom. The following stages are in place so that children understand the consequences of their actions. Children can enter at different stages depending on the severity of the behaviour.

Stage 1

Verbal warning

Stage 2

5 minutes solitary time out at playtime or within the classroom

Stage 3

10 minutes solitary time out at playtime or lunchtime inside (with work to complete and Key stage 2 children a behaviour reflection sheet)

Stage 4

Lesson spent with work in another class

Stage 5

See Mrs Sharp, parents notified of behaviours. Recurring unacceptable behaviour may result in a behaviour book being used.

External support may be sought and agencies informed as appropriate. This might include:

- Referral to the educational psychologist
- Referral for Local Authority EMS primary.

The majority of school staff have received training on physical restraint and we may restrain a pupil, if that pupil is at risk of causing significant harm to himself/herself, or to other pupils/adults.

If none of these sanctions are effective, or for repeated or very serious acts of anti-social behaviour, and the child continues to disturb the education of others within the school, then the Headteacher will follow the Local Authority Procedures and begin a process of:

1. Fixed term exclusion
2. Permanent exclusion

Agreed by Governors:

Signed: _____

Date: _____