

FIRTHMOOR PRIMARY SCHOOL



Behaviour Policy

Date to be reviewed June 2018

This policy should be considered alongside other related policies within the school. Other related policies are:

Attendance Policy
 Exclusions Policy
 Complaints Policy
 Single Equality Policy
 SEN Policy
 Physical Intervention Policy
 Health and Safety

Introduction

“Good behaviour is a necessary condition for effective teaching and learning to take place.”

In Firthmoor Primary School we expect high standards of behaviour by developing codes of conduct that are based on shared values, supported by a system of rewards and, where necessary, sanctions.

We believe that it is important that our school should educate and guide children into making an informed choice between right and wrong. We also believe that we have a responsibility to society to help children to become responsible citizens.

Aims

- To create a school ethos where good behaviour ensures effective learning
- To create an environment which encourages and reinforces good behaviour
- To ensure consistency of approach to behaviour expectations and strategies throughout the school
- To promote self-discipline, respect and positive relationships

In order to achieve our aims we:

- Recognise and reward positive behaviour
- Provide children with strategies to enhance positive behaviour
- Support families of children with behavioural concerns
- Work alongside other agencies to provide extended support services for staff and families

School Ethos

Adults in school have an important responsibility to model high standards of behaviour, as their example has an important influence on the children.

We aim to:

- Encourage relationships based on kindness, respect and understanding of the needs of others whilst promoting good role models
- We ensure fair treatment for all regardless of age, gender, race, ability and disability

The Curriculum and Learning

We believe that effective learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to promote good behaviour.

Classroom Management Procedures

Relationships between adults and children, and strategies for encouraging good behaviour have a bearing on the way children behave. The classroom environment also gives clear messages to the children about the extent to which they and their efforts are valued.

- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.
- Classroom rules, rewards and consequences for behaviour expectations should be displayed and discussed.
- Clear instructions using positive language should be used.
- Adults should use a calm but firm manner when dealing with behaviour issues.
- The class environment should be conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Rules

School rules are displayed in each classroom and are regularly brought to the children's attention.

- Get on with my work and do my best.
- Do as I am asked straight away.
- Treat others as I hope they will treat me.
- Take care of and respect my school.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than a focus on negative behaviour which impacts upon learning. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The most common reward is praise.

Our reward system is designed to recognise all children. As well as whole school strategies (Appendix 1) staff may use a variety of rewards appropriate to their own class or group e.g. table points/raffle tickets.

Consequences

Although rewards are central to the encouragement of good behaviour, there is also a need for sanctions. All staff have a shared responsibility for maintaining high standards of behaviour throughout the school.

- It must be clear why the sanction is being applied and children made aware that there are consequences as a result of unacceptable behaviour. (Appendix 2 – KS1 and Appendix 3 – KS2)

Reflection

Children who are still not following classroom rules after a period of “time out” are given time away from the classroom to reflect on their behaviour, accompanied by a member of support staff

- Parents are informed and children make up for lost learning time with an after-school detention.
- The child is given the opportunity to discuss with an adult how they might modify their behaviour

Exclusion

Where anti-social, disruptive or aggressive behaviour is extreme children may be subject to an in-school exclusion. In such cases, pupils are taught away from their class group and remain isolated at break and lunchtimes. As a last resort, sanctions may include fixed term or permanent exclusion.

The school works in partnership with the Behaviour Support Advisor to provide support to both the pupil and their family.

For a fixed term exclusion, work will be provided by the school to be completed at home. A meeting is held with the excluded pupil and parents/carers before a return to school.

Should behaviour continue to be extreme and all previous support has been unsuccessful for the child, then further support would be sought to arrange a ‘managed move’ for the pupil in preference to a permanent exclusion.

Parental Partnership

We place a high priority on positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour.

When a pupil starts at Firthmoor School, each family is issued with a Home/School agreement (Appendix 4)

Each term parents will be offered the opportunity for face to face discussions on their children's overall progress. Where behaviour is causing concern, parents will be informed at the earliest stage. Their involvement will be sought in devising a plan of action which may include guidance from extended support services.

A parents' group, organised and led by the school's Inclusion Officer in partnership with the Behaviour Support Team meets, as required, at school.

Playground Behaviour

We recognise that the consequences of poor playground behaviour can adversely affect classroom learning.

We provide a high level of supervision during break times as well as a varied selection of playground equipment and games. The school also has free use of the community multi-games area which is used on a rotation system by the pupils as well as part of our reward system.

If a child demonstrates unacceptable behaviour at playtimes sanctions will apply and are monitored, which may result in removal from the playground.

Anti-bullying

We believe that all children have the right to feel confident, safe and secure in our school. It is the responsibility of all adults to make sure we teach our children and help them to understand that words and actions that threaten, hurt or upset others are not acceptable.

All incidents of bullying are taken seriously and dealt with to ensure our children's feelings are respected.

It is extremely important that our families feel they can trust us to resolve problems fairly and will be kept informed of actions taken to resolve the incidents.

Safe Handling of Children

Physical intervention is avoided unless absolutely necessary and is used only under the following circumstances:

- To prevent a child committing an offence.
- To prevent a child harming/injuring themselves or others.
- To prevent a child damaging property.
- To ensure the maintenance of good order and discipline.

All physical interventions will be recorded and reported to parents and monitored by the Governors.

SEN

We aim to keep children in the supportive environment of our school and implement strategies to help those children presenting behavioural difficulties. Any child who persistently demonstrates disruptive behaviour or causes serious concern will be placed on the SEN register and a support plan will be devised to meet the needs of the individual through a specially designed behaviour modification programme.

Where necessary other agencies will be asked to support the child, their family and the school in its implementation.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary

Rewards

- Praise



- Stickers and Certificates



- Special Treats

- Messages Home



- Pupil of the Week Award

Consequences

Key Stage 1

- Verbal Warning
3 warnings will lead to.....
- 'Time out' within class
- Interview with parents and headteacher

Consequences

Key Stage 2

- **Verbal Warning**
3 warnings will lead to.....
- 'time out' within class
- Isolation
- After school detention
- Interview with parents and headteacher

Appendix 4

Firthmoor Primary School
Home School Agreement

As your child's school we will:

- Care for your child's safety and happiness
- Encourage and support your child to do their best at all times
- Encourage your child to take care of their surroundings and each other
- Inform you about your child's progress each term
- Inform you about school activities through regular letters home
- Inform you if there are concerns about your child's progress, attendance or behaviour

As a Firthmoor pupil I will:

- Get on with my work and do my best
- Do as I am asked straight away
- Treat others as I hope they will treat me
- Take care of and respect my school

As a family we will:

- Respect the school rules
- Make sure my child attends regularly and on time
- Contact the school on the first day should my child be absent
- Attend open afternoons or assemblies in which my child is taking part, whenever possible
- Support my child's learning by helping with regular reading and homework
- Support all school activities in which my child is taking part
- Respond to any concerns made by the school and support the school's behaviour policy.

School signature

Pupil signature

Parent/carer signature