

Athelstan Community Primary School

Behaviour/Discipline Policy

Aims

- We intend that staff be organised, enthusiastic approachable and in control of a stimulating environment.
- We expect staff have a respect for the individual, to be kind to have time to listen and to show a sense of humour.
- We expect children to take responsibility for their own actions, to be courteous, have a respect for other people, their property and the environment.
- We expect that children will have a willingness to try to give their best efforts always.
- To establish a partnership approach which draws on all those involved within school.
- To develop a proper regard for authority and establish clear expectations for all members of the school community by having a transparent code of conduct.

We realise that the intent to which children are able to achieve these things depends in part upon their home background, upon their own character and abilities, as well as what they learn from school. We will need to pass on information to other adults involved with the children, so that incidents are dealt with as part of a pattern, rather than as "one offs". Therefore, our approach to dealing with negative behaviour will take this into account whilst still being fair to all children.

We will apply sanctions fairly, proportionately and reasonably – taking into account of SEN, disability and needs of vulnerable children and young people

Children will be encouraged to:

- Follow the main school rules;

We take pride in ourselves in our work and always try our best

We value and respect each other and ourselves.

We follow instruction given by an adult first time.

We look after our school and everything in it.

We work, walk and talk quietly and sensibly around school.

We listen to others without interrupting.

We put up our hands if we want to say something.

We seek help if we have a problem

We play together and look after each other.

We follow instructions given by an adult first time.

We play without fighting or being rough

We use kind words and actions towards others.

We call other children by their real names.

We are polite to everyone.

- Follow the rules displayed in their classroom, which would be specific to their classroom organisation.

The teachers will:

Encourage positive behaviour in the following ways:

- Think carefully about organisation of seating in the classroom.
- Think carefully about movement around the classroom (obviously do not ask every child to get a book from the cupboard at the same moment).
- Think carefully about changeover from one activity to another (every child cannot go to the cloakroom at once).

Some children find these situations especially difficult, and if inappropriate could be kept back or sent ahead, if sufficiently supervised.

- Establish positive relationships with the class aim to raise everyone's self-esteem.
- Take every opportunity to tell the "good news" about a child to the parents, and others to build up a positive image.
- Explain rules and talk about them often. Rules should be positively praised whenever possible.
- Provide a coherent continuum of praise and reward that supports and recognises positive and improving behaviour.

Children learn and behave best when they know what is expected of them; when they are positively encourage to behave well; when they are consistently fairly and appropriately treated when they don't behave well.

Rewards:

- Praise.
- Stickers, counters and certificates - Certificates will be awarded in a weekly assembly. The child will also have their name entered into the school "Honours book".
- Star of the Month
- Head teacher's award postcards
- Pencil (If their name has been entered into "Honours Book" more than 3 times/term).
- Golden Table - A child is chosen at the end of the week by a lunchtime supervisor and is invited to sit on the "Golden Table" in the hall the following week.
- In addition see rewards and sanctions appendix 1 (attached)

The Support staff will:

- Liaise with staff.
- Will be included in meetings/discussions about the child/children.
- Inform appropriate body as to both positive and negative behaviour.
- Liaise with staff.
- Monitor and assess, and if necessary record behaviour patterns.
- Provide additional support and differentiated programme under direction from the Headteacher, teaching staff and SENCO

The Parents will:

- Be encouraged to develop positive attitudes towards their child's behaviour.
- Will support the staff and school.
- Co-operate with staff.
- Will be informed of their child's progress.

The SENCO (Special Educational needs Coordinator) will:

- Support the child.
- Advise and support the staff
- Work with outside agencies as appropriate.

The Head Teacher will:

- Liaise with staff
- Monitor and liaise with parents
- Be responsible for short term/temporary exclusion.
- Monitor and evaluate the effectiveness of the schools behaviour policy and procedures and use quantitative data to inform interim changes to the policy
- Liaise with members of the School Council

The Governors will:

- Be supportive the Head Teachers decision.
- Be responsible for permanent exclusion.
- Monitor and evaluate the effectiveness of the schools behaviour policy and procedures

Inclusion:

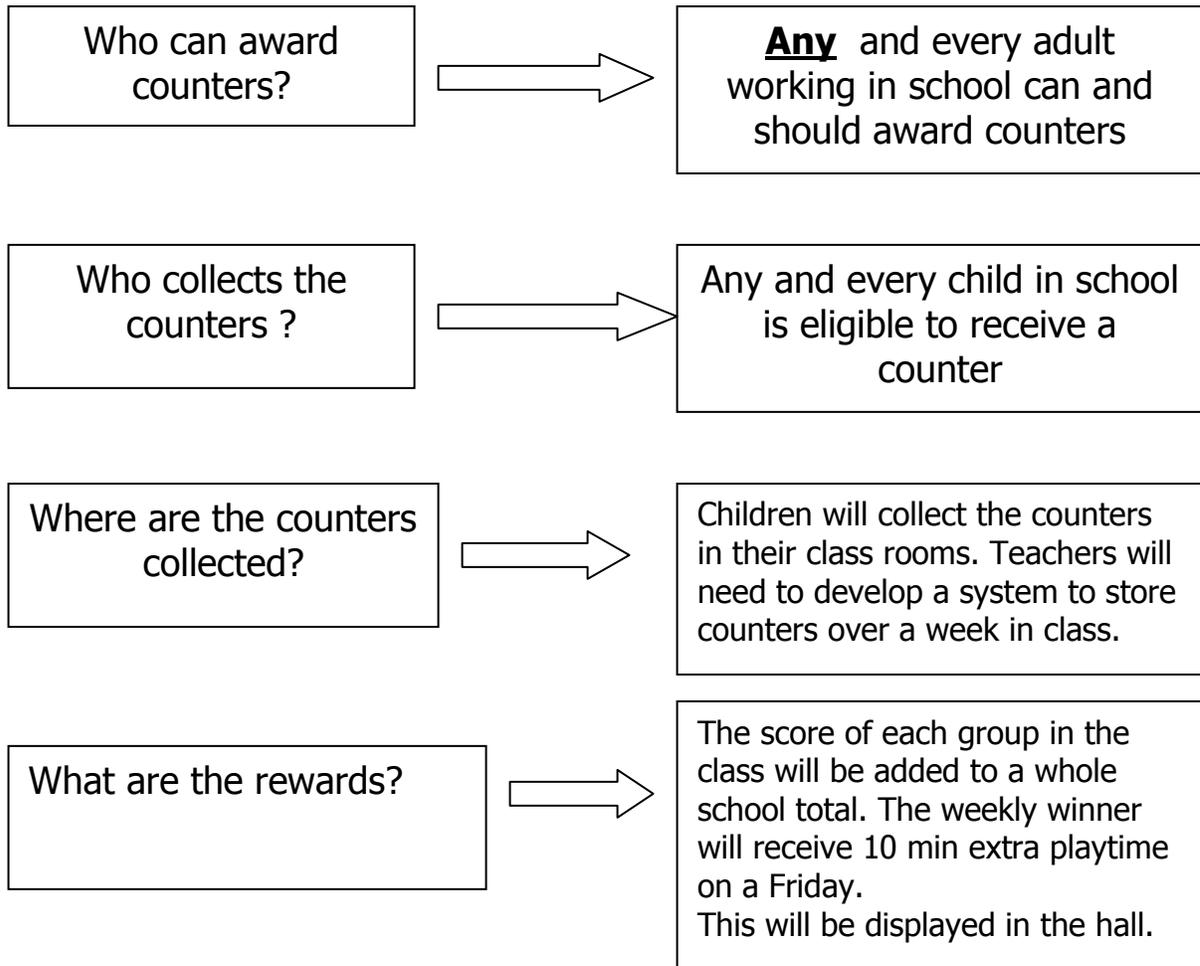
At Athelstan Primary School, we believe that our Behaviour Policy should encourage all pupils to be the best that they can be, whatever their ability, diverse needs or varied experiences. Therefore, our Behaviour Policy will be delivered in accordance to our Equality Scheme, Equal Opportunities Policy, Disability Non-Discrimination Policy, English as an Additional Language Policy (EAL), Gifted and Talented Policy, Racial Equality Policy and Special Educational Needs Policy (SEN)

Reviewed January 2016

Next review January 2019

Behaviour Management

Where ever possible we will try and adopt a positive behaviour policy in school finding the good and improving behaviour to praise and identify good practice.



What do we award counters for?

- Work
- Behaviour
- Politeness
- Cooperation
- Conforming
- Helping
- Improving in any of the above
- Basically anything for which you might give a child positive affirmation for.

Sanctions

Normal poor behaviour

For the majority of children who need to be chastised a quick word is enough and this can be done within a class/playground situation. In line with our positive behaviour management this should be done carried out if at all possible with a positive modelling and in a normal tone of voice

'We expect children to....'

'In this school we ...'

This level of normal chastisement does not need recording.

Beyond normal poor behaviour

If a child persist with unacceptable behaviour after they have been initially chastised then they will be given a direct warning, 'if you continue to..... then you are making the choice to be sent out of class/ sent to ...'

Once this warning is given and if the child continues with that behaviour then the next time the warning must be carried out and the child sent to another class.

When sending a child to another class you should

- Phone and let the receiving class know they are coming and/or send another child with them
- Agree with the receiving class how long they will be out for e.g. 10 minutes or 20 minutes end of lesson etc.
- Send work to be done – if appropriate for their age

If judged appropriate records will be kept on the school's SIMS management system.

If the child continues to demonstrate poor behaviour when out of class they will be sent to the head teacher, this will need to be recorded on the SIMS management system.

If judged appropriate parents need to be informed informally by class teacher (catch at the end of the day or phone home)

Extreme poor /violent behaviour

In the case of extreme behaviour then the child can be sent to or the Head teacher sent for immediately without going through the normal procedures.

A record of this needs to be kept- parents need to be informed appropriately by head teacher (by phone or letter)