



Primary Behaviour Policy

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting it is important for the well-being of the every pupil and the smooth running of the school.

Behaviour and discipline:

The school management believes that in order to enable effective teaching and learning to take place , good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.

- Promoting self esteem by encouraging pupils to value and respect themselves and others

- Promoting early intervention

- Ensuring a consistency of response to both positive and negative behaviour

- Encouraging a positive relationship with parents to develop a shared approach to involve them in the implementation of the school's policy and procedure.

- Encourage children to take responsibility for their behaviour

- Explain unacceptable behaviour.

Roles and responsibilities:

The management will establish in consultation with staff and class representatives the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non discriminatory and the expectations are clear. The school will maintain high standards of behaviour. The staff will be responsible for the implementation and day to day consistent management of the policy and procedures. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self discipline and personal responsibility.

There is to be no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. All concerns of the pupils are to be listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school once the teacher has handed over the pupil .They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, damage, bullying and any form of harassment are reported.

Bullying:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:-

Emotional	Being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments
Racist	racial taunts, graffiti, gestures
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	internet misuse, mobile phone threats (sms or calls), misuse of photos and videos

Bullying is not: It is important to understand that bullying is not an odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of change in work patterns, lacking in concentration or truanting. Pupils must be encouraged to report bullying at school.

Bullying discovery procedure:

Pupils who have been bullied will be supported by:

- offering a prompt opportunity to discuss the experience with a member of staff
- reassuring the pupil
- offering continuing support
- restoring self esteem and confidence
- informing parents

Pupils who have bullied will be helped by:

- discussing the issue
- establishing clearly the wrong doings and need to change
- informing parents to help change the attitude of the pupil
- appropriate sanctions put in place

All staff and parents must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

Rewards and sanctions

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one meaning of this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both formal and informal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Rewards and incentives

Praise (verbal and written merit notes)
Reward stamps and stickers (from teacher/in office)
Golden time (privilege time to choose activity)
House points (monthly winner given in assembly)
Achievement nomination certificates(end of term assembly)
Achievement award (end of term assembly)
House cup/ medals (sports day)
End of year special awards (end of year assembly)
Year 5 badges (prefects ceremony October)

Group rewards

Children are placed in one of the 4 school houses when they first attend the school (usually in pre school). Each house is named after a royal family and house charts are displayed in all classrooms and the canteen where the points are awarded or removed on a day to day basis for good /poor behaviour, being on task, tidiness, helping others, being courageous, good performance etc

Sanctions chart

Play fighting Talking over someone else Interrupting/calling out Not following instructions Not listening Inappropriate language Disrespecting property Not being in the correct place Not lining up correctly Wasting time during transitions Breaking class rules Fiddling with equipment Name calling Off task behaviour Tantrums Occasionally not doing homework	Swearing Discriminatory comments Fighting Spitting Bullying Vandalism Leaving class without permission Shouting at an adult Rarely doing homework	Deliberate physical /verbal violence towards a child Deliberate verbal violence towards an adult Discriminatory harassment On going bullying Theft Possession of drugs/dangerous materials Vandalism Persistent refusal to obey rules Leaving the school without permission	Serious actual or threatened violence against another pupil or a member of staff Sexual abuse or assault Supplying an illegal substances Carrying a weapon Arson
1 st instance	1 st instance	1 st instance	1 st instance
Persistent	Instances Persistent	Instances Persistent	Instances
Reminder → Warning → Time out (in break)	Time out → 'Nota' → Detention (in office) (diary) (yr 3,4 +5)	Detention → limited term suspension	Suspension → Permanent exclusion
<i>What does this mean?</i> Verbal Verbal 5/10 mins not playing but outside	10 mins in office self-written note written note from teacher stay after school	Stay after school fixed number of days at home./ behaviour plan	Longer term at home. no longer allowed to attend the school.

Sanctions:

There is a clear set of escalating sanctions for poor behaviour. Most instances are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanctions are not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.