

POSITIVE BEHAVIOUR POLICY 2018

The policy sets out the expectations of behaviour when children are in school including attendees at breakfast and after school clubs. The governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

Aims

- To promote a positive ethos and climate in the school
- To create an environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To encourage constancy of response to both positive and negative behaviour
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of the policy.

Role of staff

The school staff have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. All the staff are responsible for dealing with incidents in and around school.

As adults we aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation for the effort and contribution of all.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at school. We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions on a child, it is essential that parents should support the actions of the school. If parents have any concerns about the way that their child has been treated they should initially contact the classteacher. If the concern remains they should contact the Headteacher. If these discussions cannot resolve the problem they should contact the Chair of Governors via the school office. We also ask that parents act as role models when bringing or collecting children from school.

Role of governors

The governing body has the responsibility of setting down guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school Behaviour Policy. The Headteacher must take this into account when making decisions about matters of behaviour. The governors follow the normal grievance procedures in cases of complaint.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute 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 avoid poor behaviour.

Rules and procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures are

- Negotiated with the children;
- Positively stated;
- Made explicit to all;
- Consistently applied and enforced;
- Explained to promote the idea that every member of the school has responsibilities towards the whole.
- Displayed in the classrooms; children receive rewards for following the rules including praise, stickers, certificates etc.
- Lunchtime Superstars

Positive handling of children

Parents are informed about any serious incident involving the use of force.

Persistent/serious disruptive behaviour

In the event of dangerous or persistently disruptive behaviour in any age group, help from external agencies may be called upon. Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

Monitoring

The Senior Management Team monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy.

Review: This policy will be reviewed annually by staff and governors.

This policy was reviewed in Summer 2018

Next review Summer 2020