

Grindleford Primary School

Behaviour Policy

Aims of the Policy

The policy is based on the principle that all members of the school community are expected to demonstrate respect for each other and their environment at all times. We aim to provide a positive atmosphere and learning experience for all pupils that will provide them with a broad educational and social foundation for life. This policy focuses specifically on the expectations of pupils within the school.

Guiding principles

Children are expected to:

- keep the school and class rules.
- show respect and consideration for others, as well as self.
- be polite at all times.
- be responsible for their own and the school's property.
- conform to the school's dress code.

Staff are expected to

- implement this policy consistently,
- take responsibility for all pupils, whether they are on or off site, as well as for their own class or group.
- ensure that parents and carers are kept fully informed about behaviour matters and are encouraged to work with school staff to deal with issues as they arise

Parents are expected to

- co-operate with school to promote the positive behaviour of their child/children

Positive encouragement and praise are vital elements in a successful behaviour policy. All members of the school community should feel valued and respected. Instances where unacceptable behaviour occurs will be dealt with promptly, in a calm manner with the application of appropriate consequences. All pupils should have the opportunity to experience success and positive recognition, and must be supported to view themselves and others in a positive light. Negative behaviour patterns should be challenged with positive expectations and role models. The focus of behaviour management should always remain with the specific instance and avoid unnecessary reference to previous misdemeanours; this will support pupils in changing behaviour patterns. Staff will endeavour to use a 'fresh start' approach, once appropriate consequences have been applied following incidences of unacceptable behaviour.

Incentives to positive behaviour.

Class rules will be negotiated between teachers, support staff and pupils at the beginning of each new school year. These must be clearly displayed and regularly referred to. Positive language should always be used, for example 'We will walk along the corridors', in preference to 'Do not run'.

It is important to have a reward system in place that recognises all forms of social and academic achievement and effort. Pupils should be offered explanations for rewards to support continued positive behaviour and to recognise specific achievements. There are a variety of rewards used within our school that staff routinely issue. These include:-

- Individual and class/group praise,
- Displays of work,
- Marking of work,
- Being given particular responsibilities in recognition,
- Stickers and charts,

- Target recognition,
- House points,
- The sharing of success with others e.g. other teachers, the head, parents, via assemblies and the website Blog, Star of the week, Fine Diner, Writer of the Week.
- Certificates of achievement,
- Y6 rewards on leaving.
- Right Choice awards.

Disincentives to negative behaviour.

If a pupil breaks agreed rules or displays behaviour that is unacceptable they will receive appropriate consequences or sanctions. These must be appropriate for the specific circumstance and be applied consistently with regard to the level or nature of the behaviour displayed. It is important at all times to ensure that it is the behaviour that is challenged and not the nature of the individual's personality.

When dealing with unacceptable behaviour, strategies used by staff may include one or more of the following:-

- Verbal reminders of the behaviour that is required,
- Praise for acceptable behaviour to encourage others to comply with this,
- Descriptions/explanations of why the behaviour is unacceptable,
- Verbal and visual warnings, such as traffic lights/clouds, indicating potential consequences, sad face/happy face.
- Distraction techniques or a change of activity,
- Time out, removal to another area, chair etc.
- Referral to a colleague, then headteacher when appropriate,
- Discussions with parents/carers/appropriate others,
- Exclusion,
- Advice from appropriate support agencies/individuals,
- Physical intervention to protect the child, other children in the vicinity and the adult (refer to the Physical Interventions Policy for more details).

Monitoring

This policy will be reviewed every 2 years by the governing body. Regular monitoring of behaviour patterns and management is undertaken by all classroom staff and issues that require policy adjustments will be brought to the attention of the head as they arise. It is important for all members of the school community to support this policy and whenever individuals feel that the policy is not effective or appropriate this must be highlighted to the management team. Pupils will be actively engaged in reviewing this policy and the rules applied in school. This will occur naturally through classroom debate, for instance with regard to class rules and more formally through PSHE lessons and involvement with the school council.

Links to other policies

Physical Interventions Policy
 Anti-bullying
 PSHE
 Child protection/Safeguarding
 Home-School Agreement

Policy agreed by staff on: 5/7/18

Policy agreed by governors on:

To be reviewed: Summer 5 2019