



Appleshaw St Peter's C of E Primary School *A Policy for Good Behaviour*

Rationale

At Appleshaw St. Peter's Primary School, we believe that all members of the school community should be happy, and secure working together in a safe structured environment based on trust and mutual respect. We will promote good behaviour through being clear, encouraging good behaviour and giving positive feedback when pupils are behaving appropriately.

Aims and Principles

We will:

- provide a vibrant, stimulating and structured environment and curriculum;
- provide consistency in strategies and approach;
- encourage children to develop independence and take responsibility for their own actions;
- involve parents and encourage their partnership;
- maintain and build upon children's self-esteem;
- define and model appropriate behaviour throughout the curriculum;
- ensure that appropriate behaviour is recognised and rewarded;
- encourage mutual respect with due regard to Christian moral values;
- have due regard for our policy for equal opportunities.

We believe that the management of behaviour must be positive and we will actively promote this and encourage everyone in the school and parents to achieve our aims.

We expect parents to support the school's policy as part of our home/school partnership.

Our Golden Rules

Try your best

Be caring

Have respect

Rewards

We believe that it is important that children are given appropriate attention and recognition when they are doing the **right** thing. Children thrive on praise and encouragement. The use of positive reinforcement from adults is central our reward system which is supplemented with the use of stickers, stamps, certificates, team points and “Golden Time”. We recognise that rewards such as this can increase motivation for some children; however our hope is that they increasingly become less reliant on them as they move through the school. Our aim is that as they mature they take more and more *personal* satisfaction from the positive things they do and achieve. Each child, upon entry to our school is placed in one of three teams. Throughout their time at Appleshaw, they can gain team points for their team. At the end of each term a cup is awarded to the winning team. Rewards are given for good conduct, individual pieces of work, helpfulness, representing the school, good progress, consistently good behaviour, improved behaviour, being considerate and helpful to others. Children may be sent to another teacher, the Deputy Headteacher or the Headteacher for extra praise and encouragement.

Golden Time

Children who have consistently kept the school code throughout the week will be acknowledged for their efforts by having a “treat” at the end of the week for their good attitude to school life. The class teacher will inform the children at the beginning of the week what they will be doing at Golden Time so that the children are aware of their “treat”. This will be age specific and will be something the children do not want to miss out on.

Celebration Assembly

At the beginning of each week two children are selected from each class to receive a merit award for good behaviour, thoughtfulness and outstanding effort with their learning. Teachers will keep records of children who have received awards and endeavour to ensure that children receive an award at some time during the year. Parents are invited to share in their success.

Unacceptable Behaviour

We do not tolerate:

Physical abuse

- For example spitting, biting, kicking, punching and scratching.

Verbal abuse,

- For example name calling, swearing or foul language and shouting

Rudeness

- rudeness, refusal to obey an adult or behaving in a way that disrupts learning, obscene gestures, answering back, uncooperativeness, open defiance

Destructiveness

- For example deliberately causing damage to school or other people’s property i.e. vandalism.

1st steps to maintaining good behaviour

- non-verbal signals
e.g. eye contact, a 'look'
- close proximity
simply move closer to the child so they are aware of you or move the child closer to you
- re-direction and reward
e.g. 'carry on with your work, good, well done!'
- praise others
praise a child who is behaving well near the target child
- humour
- active listening
genuine listening to **make sure** you **really** know what the difficulties are
- Pupil conferencing to resolve issues

Sanctions

Children usually respond to approval and then behaviour can be managed by praise. A child who behaves inappropriately needs support and we deal with this by investing time with the child in order to discover what problem he/she is trying to solve. When a sanction needs to be used the consequence should be:

- related to the disruptive behaviour
- reasonable
- respectful
- teach the child something

Where a sanction needs to be used it is very important to repair the relationship with the child to enable the child to have a fresh start. Parents will be informed where appropriate.

Sanctions to be used when classroom strategies have been exhausted

- 1) Class teacher informs the Headteacher and SENCo and invites the child's parents into school to discuss the ongoing problems. Class teacher advises parents of further strategies that encourage home school support and regular reviews of progress.
- 2) Class teacher meets with parents to review progress. If no progress has been made over the course of time, the Headteacher (HT) will also attend the meeting. Strategy devised by end of meeting which requires reporting of behaviour to HT and parents each day. HT will closely monitor progress in consultation with class teacher.
- 3) Headteacher/SENCO/class teacher will monitor and review the situation.

Further Measures

If procedures are not supporting the child and their behaviour is not improving, other professionals employed by the Local Education Authority may be involved. The Educational Psychologist or Primary Behaviour Service may be asked to advise. Behaviour targets will be set and reviewed in discussion with the parents.

Documentation and Records

- The class teacher will note recurring incidents of poor behaviour. A behaviour plan may be implemented.
- On the advice of the SENCO a behaviour diary may be kept and Individual Behaviour Management Plan set in motion. The Headteacher must be kept informed.
- Outside agencies may be contacted by Headteacher or the SENCO may be authorised to do this e.g. Educational Welfare Officer, Educational Psychologist. **(Parents must be consulted before this step)**. The SEN Governor will be informed.
- **The Headteacher is empowered to exclude a child for a day or more if their behaviour is extreme. (The Governors will be informed)**. If a child is excluded the procedure will be in line with Hampshire and DCSF guidelines.
- Racist comments or incidents must be recorded in the 'Racial Incidents' logbook
- Incidents where physical restraint is used must be recorded in 'Physical restraints incidents' book

Related Documents

Anti-bullying policy
Learning policy
SEN policy

Approved by the School Improvement Committee February 2017

Geoffrey Cooper (Committee Chair).....

To be reviewed in the spring term 2020