



Fylingdales C of E VC Primary School **Behaviour Policy.**

Rationale

Appropriate behaviour is a pre-requisite to a safe learning environment where individuals are encouraged to reach their full potential. Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values as reflected in the Every Child Matters agenda. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that all persons are required to put Christian principles into practice.

Aims

- ensure that children show respect for each other and their property, the staff and the school environment;
- create a safe, happy and productive working atmosphere;
- provide common 'School Rules' which are clearly understood by all staff, children and all others who may work within the school;
- provide opportunities to communicate with parents and carers;
- support children who may find it difficult to follow the 'School Rules';
- support staff who may experience difficulties with particular children or groups of children;
- provide a system of rewards and sanctions.

Guidelines

1. 'School Rules' consisting of a set of simple, short rules. It will be the responsibility of the class teacher to discuss and reinforce these with the children supported by assemblies and other events. Individual class rules may also run alongside the 'School Rules'.
2. It will be the responsibility of the Headteacher to explain the 'School Rules' to new teachers, support staff and parents of new entrants as appropriate.



3. Systems of rewarding positive behaviour and effort will be given by use of the class behaviour ladder which each class has in school.
4. Children will be given time and responsibility to look after and maintain areas of the school.
5. Children achieving high standards (at their own level) should be referred to other colleagues for praise.
6. Poor behaviour should not be tolerated.
7. Children will be supervised at all times.
8. Details of children who persistently offend should be recorded on a 'record of concern' and referred to the Headteacher. Parents may then be invited to school to discuss the problems initially with the class teacher / SENCo and if the behaviour continues thereafter, the Headteacher.
9. In exceptional cases, a child may be excluded.
10. All parents and governors will be informed of the 'School Rules'.

Our School rules state that in our school:

- We are polite and friendly to everyone
- We are helpful and thoughtful
- We do our best
- We play carefully and safely
- We look after each other
- We care for our school

Rewards

1. Friday Sharing assembly - children who have achieved in any area of school life will be invited to show and talk about their work. Parents are also invited to this assembly.
2. 'Smiling faces', stickers or other devices may be stamped on a child's work as recognition of effort or achievement.
3. Behaviour that shows a caring attitude will be acknowledged and rewarded.
4. Tags can be earned throughout the week for achieving 'outstanding' on the behaviour ladder.
5. Certificates are awarded, including Headteacher Star of the Week awards and a certificate that is awarded to a child that has been nominated by their peers to recognise achievement or outstanding behaviour etc.



REWARDING CHILDREN'S WORK & BEHAVIOUR

As a school, we particularly focus on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

ON-GOING INDIVIDUAL PUPIL AWARDS:

This involves going in the Headteacher's 'brainbox' for:

- Good work;
- Effort;
- Positive attitudes;
- Outstanding homework;
- Collecting 10 tags.

SHARING ASSEMBLY:

Certificates are given at celebration assembly to one child from each class. These weekly awards are given for a range of reasons such as good work, good manners, etc.

ATTENDANCE AWARDS:

A trophy is awarded to a class weekly which has the best attendance. A star is achieved for the class and once a class has reached 5 stars, they can have a whole class treat. Certificates are awarded termly for 100% attendance.

AWARDING SANCTIONS FOR MISBEHAVIOUR

Breaking of school rules:

- Consideration is given to Special Educational Needs SEN & other identified children who require an individual approach.



- Identify 'why' behaviour is unacceptable and demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable, not the child.
- It's the school rules that punish a child so there's no need to shout and be intimidating.
- Punish in private and praise in public wherever possible.
- Use a second member of Staff in difficult situations as a witness and for support.
- Avoid wasting lesson time.
- All staff are empowered to give sanctions.
- Any exclusions are reported to the governing body.

In the classroom:

- 1st warning - explain what is wrong.
- 2nd warning – Move down the behaviour ladder (see appendix 1 for actions at this point).

Out of the classroom:

- 1st warning - explaining what is wrong offering an alternative.
- 2nd warning - miss some playtime. Discuss with the child as to why they have lost some of their playtime.
- SEVERE MISBEHAVIOUR – SEND TO THE HEADTEACHER/ PERSON IN CHARGE

In certain cases the parents will be contacted by the class teacher and the Headteacher will invite parents into school to discuss their child's behaviour and monitor this.

Restrictive Physical Intervention (RPI)

We follow both the LA and National guidance on the use of force to control or restrain pupils. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children by any adult employed at the school. Only persons designated by the head teacher may use RPI and may only do so after receiving appropriate training. In all cases RPI should only be used when all avenues have been exhausted and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school.

October 2016.



Linked policy- Anti-bullying policy.