



Shephalbury Park Primary School
Behaviour Policy

Policy Agreed: January 2017

Policy Review Date : January 2019

Signed by C Atkins (Headteacher) _____ Date _____

Adopted by the Governing Body

Signed by P. Bibby (Chair of Governors) _____ Date _____

Some rules are essential in any community and Shephalbury Park Primary School is no exception. However our rules have been formulated in the belief that good behaviour is a necessary condition for effective teaching to take place.

Furthermore we believe that teachers have the right to teach and children have the right to learn in a classroom free from disruptive behaviour. We seek to establish an orderly, safe environment in the school which encourages and reinforces good behaviour.

Aims

- ❖ To encourage a calm, purposeful and happy atmosphere within the school.
- ❖ That learning is not disturbed or hindered by poor behaviour
- ❖ To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- ❖ To help children develop self-confidence and self-discipline so that each child learns to accept responsibility for their own behaviour and understand what constitutes good behaviour
- ❖ To promote consideration and respect for others and the environment
- ❖ To create a common understanding of acceptable / unacceptable behaviour and for children to be aware of, and take ownership of their behaviour.
- ❖ To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.

School Rules

- ❖ We will treat both each other's and school property with respect.
- ❖ We will behave sensibly and safely around the school.
- ❖ We will achieve our best at all times.
- ❖ We will be kind and helpful towards others.
- ❖ We will make sure that we and our school always look their best.
- ❖ We will manage our own behaviour, giving ourselves 'time-out' when needed.

Main Objective of making rules

- ❖ Children will become more self-confident
- ❖ Have self-control
- ❖ Be sensitive to the feelings of others
- ❖ Have pride in themselves and their school
- ❖ Develop responsibility for learning and their environment
- ❖ Have respect and tolerance for the opinions of others
- ❖ Be behaviourally aware and be able to reflect upon and change their behaviour.

Implementation of Rules

- ❖ Should focus on disapproval of behaviour, not the child
- ❖ All children should be dealt with equally
- ❖ Deal sensitively with those who are distressed
- ❖ Ascertain background from colleagues if serious
- ❖ All staff should support each other

Positive Recognition

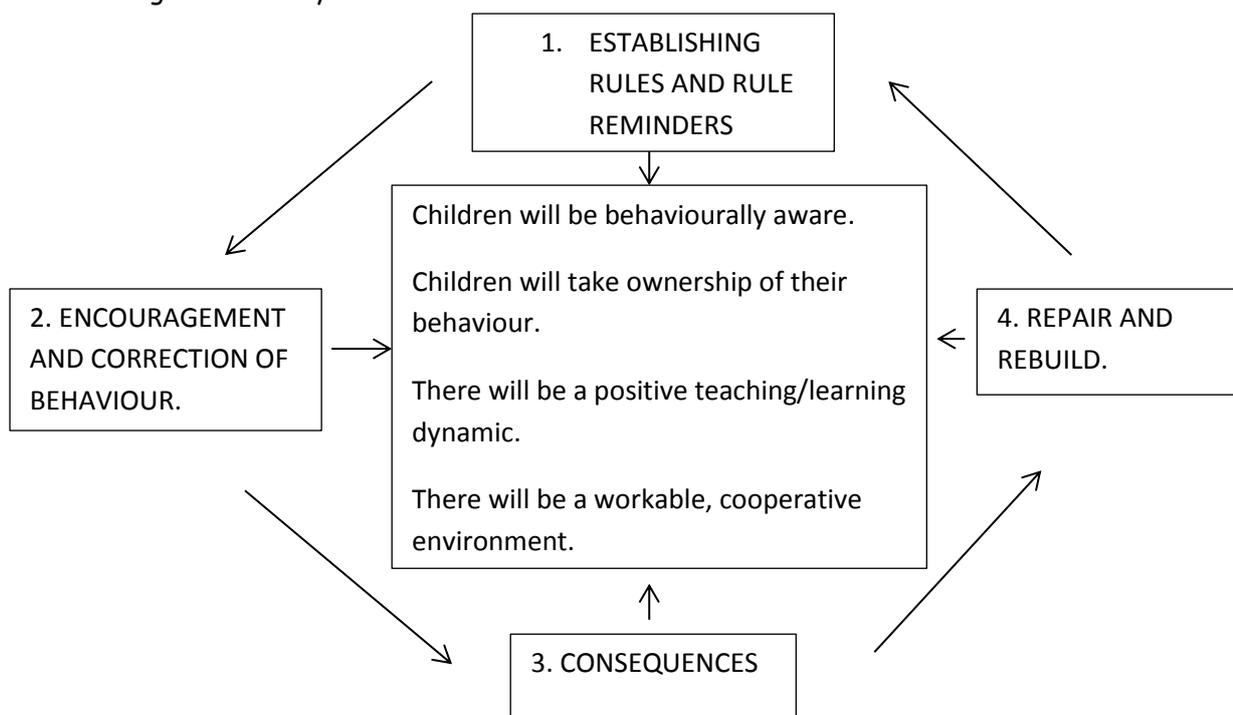
We aim to:

Use positive recognition of good behaviour to encourage children to develop and sustain appropriate behaviour. Build pupils' self-esteem through consistent recognition and valuing of their achievements. We do this through:

- ❖ Verbal Praise
- ❖ Celebrating achievement with the class
- ❖ Stickers
- ❖ Sending pupils to the Headteacher to get a head teachers award.
- ❖ Celebrating achievement with the school in Assembly.
- ❖ Awarding house points - the children are grouped into 4 houses and points are awarded for good behaviour, co-operation and consideration for others.
- ❖ A word, letter or telephone call to parents

Management of challenging behaviour

We manage challenging behaviour through a range of appropriate strategies that are known and understood by all staff following the below system and actions.



Simply put, the following procedures are put in place.

1. Rules are clearly established and children are reminded.
2. Children are encouraged to correct their behaviour through simple cues and choices, using a school wide script so the message remains consistent, where appropriate for individual needs.
3. If challenging behaviour remains consequences are put in place. This will first involve going to a parallel class for 10 minutes. If this happens a telephone call home will be made or the teacher will inform parents at the end of the day. During this time children will be encouraged/instructed to fill in a school reflection sheet to aid them to become aware of their behaviour and reflect upon it.
4. Once the child has taken this time out, the class teacher will take time with the child to work through the reflection sheet and discuss it further to repair and rebuild behaviour.
5. If however behaviour doesn't change and correct, the child will be sent to a member of the senior leadership team where the reflection sheet will again be repeated.
6. Where behaviour is a constant cause for concern parents will be involved in strategies to improve conduct in school.
7. If children are consistently not doing as asked and becomes a danger to himself or others then an exclusion will take place this could be an internal or external, depending on the child ability to cope with either.,

School Record of Behaviour

These reflection sheets will be kept by class teachers in the class behaviour folder as a log.

Lunchtime

At lunch time pupils who are not following the schools behaviour code will be first talked to by a Midday Supervisory assistant (MSA) and again encouraged to correct their behaviour.

If serious the MSA will inform the Headteacher, who will speak to the pupil and work through the school reflection sheet. Parents will be informed by telephone.

If a child has needed to go to the Headteacher twice in one week they will have a 3 days in during lunch times.

If a child has three lots of 3 days in then parents will be asked to pick up their child at lunch times for the remaining of the term.

Governor Involvement

Governors are fully informed at all times where significant behavioural problems occur. This policy is reviewed by all staff and revised annually.