

Farsley Farfield Primary School Behaviour Policy 2012

The governing body is responsible for ensuring that the school sets general principles of good behaviour and discipline. The head, the staff and all the governing body are responsible for securing and maintaining appropriate standards on a day to day basis.

Aims

The Governors and staff believe and aim to:-

- Seek and create a happy atmosphere in school
- Praise children for good behaviour and for maintaining high standards
- Produce few yet clear rules, which are clearly understood and accepted by all children.
- Encourage self discipline from the earliest possible age
- Prevent poor behaviour rather than devising sanctions for use after the event.
- Involve parents at an early stage.
- Give effective punishment to meet the misdemeanour.
- Develop clearly stated boundaries through the 'Code of Conduct', where staff respond promptly and firmly to children testing these boundaries.
- Provide additional support to help pupils understand and maintain good behaviour.

School Ethos

The school ethos is central to establishing and maintaining high standards of behaviour.

- It is based on the quality of relationships between staff, pupils, parents and governors. Staff should respect children and their ideas, and then children will learn from these examples.
- Where clear expectations are co-operatively agreed and followed, the communal sense of purpose is a source of strength. Children know what is expected of them and are encouraged to see school as their 'big family'.

The role of the teachers and all staff

- Good behaviour is essential if successful teaching and learning is to take place.
- Staff have a duty of care to maintain good order and to safeguard children's health and safety.
- It is the staff who determine the environment in which good relationships can flourish. At the centre is mutual respect between adult and child.
- Getting to know the child as an individual can be achieved through class circle time and SEAL lessons.
- Work needs to be stimulating and well planned, tailored to the needs of the children
- Classroom disruptions can be kept to a minimum by paying attention to – furniture layout, groupings, establishing a calm atmosphere, being enthusiastic, having a sense of humour and a positive classroom atmosphere.
- Staff should also listen to children's views.
- Staff should display and refer to the 'Code of Conduct', see appendix 1.
- Staff should display and refer to a list of sanctions, see Appendix 2 for the sanctions used in Key Stage 2 (note this is updated on an annual basis).
- To provide a listening ear, stability and security for each child.

The role of the Headteacher

He encourages a sense of collective responsibility amongst staff and a sense of commitment to the school amongst parents and children. Staff, have a right to expect support from the Head and the Deputy/Assistant Head.

It is ultimately the Head's responsibility to ensure the behaviour of the pupils is acceptable.

Recognising good behaviour

- A quiet word or encouraging smile
- A written comment on a child's work
- A sticker
- A public word of praise in front of the class or at assembly
- Being given some kind of responsibility.
- The awarding of certificates for academic and behavioural achievement at Friday assembly.

- Letters to parents commenting on achievements and/or general attitudes
- The use of school reports.

Recognising bad behaviour

- Serious misbehaviour includes: bullying, gross disobedience, verbal abuse to an adult, racial harassment and wilful damage to property including stealing.
- More minor misbehaviour includes: bad manners, swearing, lying, rowdy and thoughtless behaviour, spitefulness and temper tantrums.

Dealing with bad behaviour

- It should never be ignored and allowed to disrupt any lesson.
- Children should learn to expect sanctions for minor and serious misbehaviour.
- Positive strategies are used first.
- Teacher's should use sanctions consistently (see appendix 2 for the sanctions used in KS2).
- Pastoral advice is used to aim to prevent poor behaviour, showing that we take a genuine interest in their difficulties, low self-esteem or personal problems, which may be the cause of the misbehaviour.
- We believe that the rights of the individual child should not be paramount over the rights of the other children, seeking to behave properly and learn. *In the case of children with SEN or Emotional or Behavioural Difficulties, modifications can be made to rewards and sanctions to meet the needs of the individual child as specified in an individual education plan or other similar document. The school also has a duty of care to other children and needs to ensure that the actions of the child are not prejudicial to the good order of the school.*
- Records of more serious behaviours or repetitive/persistent minor behaviours will be kept on a behaviour database.
- Incidents of extremely serious behaviours could lead to an exclusion from school (see 'Exclusions' section).

The role of the parents

- There needs to be a partnership between parents, pupils, staff and governors.

- Parents and children are asked to sign our 'Home School Agreement', which is countersigned by Mr Harris (please refer to this separate document).
- When more serious or persistent minor behavioural problems arise, it is intended that parents will be involved at an early stage. Parents are also informed when their child behaves particularly well.

Exclusions

In instances of very serious behaviours, the Headteacher may exclude a child for a given period of time or permanently. Shorter term exclusions will be reported to the governing body. In the case of a permanent exclusion, the Headteacher will follow LEA guidelines which are outlined in a separate policy.

Policy Review Date: May 2012

Appendix 1

FARSLEY FARFIELD CODE OF CONDUCT

Always try your best in everything you do.

Do as a member of staff asks the first time without answering back.

Always be honest, never tell lies.

Be polite, kind and well mannered to everyone – remember please, thank you and sorry.

Keep your hands and feet to yourself – never kick, hit or bite anyone.

Respect all people and property – look after everyone and everything.

Always walk in school.

Appendix 2

Behaviour System

Sanctions in KS2

- Eye contact
- Verbal warning
- 5 minutes time out in class
- 10 minutes time out in another class and put the incident on a behaviour database form

If the behaviour is more serious send to a senior member of staff classroom for 10 minutes time out

- Lunchtime detention
- Send to Assistant Head Teacher/Head Teacher according to who is available
- Assistant Head Teacher/Head Teacher to speak to parent/write a letter

Stages in the sanctions can be jumped depending on the seriousness of the behaviour! If the partner teacher is on PPA send to next appropriate member of staff based on the behaviour.