



AYCLIFFE VILLAGE PRIMARY SCHOOL

Behaviour Policy

Adopted: December 2017
Review: December 2020

INTRODUCTION:

The agreed aims of the school encompass the academic, social, physical and emotional development of each child. As a staff we aim to lead the children towards self-discipline and self-motivation within a secure and happy environment.

1. School Atmosphere

It is essential that the atmosphere in school is positive. This will be achieved by teaching and non-teaching staff setting an example to children through:

- i) Forming positive and helpful relationships with all parents.
- ii) Forming relationships with their pupils based upon each child feeling secure, happy and highly regarded by the staff as a person in their own right.
- iii) It is essential that all staff are consistent in their relationships with their pupils and encourage good behaviour and habits of self-discipline.
- iv) Staff should set a good example in dress and appearance.
- v) It is essential that staff attitudes to pupils are positive and supportive.

2. Curriculum.

The teaching of self-discipline is implicit in all that we do. It is through the fulfillment of the Whole School Curriculum that the very basis of good self-discipline is laid. In our work with children it should be clearly understood that pupils who always fail are likely to show some form of protest. Failure should be looked upon as a pointer to ways in which pupils can be helped and not lead to inappropriate punishment. The following should be considered when teaching our children, particularly those who show every sign of boredom which in itself leads to discipline problems:

- i) Imaginative teaching. Positively seeking ways to interest pupils in their work.
- ii) Variety of teaching approaches to give each child the opportunity to learn in a way they find most suitable.
- iii) In all curriculum activities we have the opportunity to teach pupils acceptable moral standards of behaviour.

3. Parents.

We must continue to work closely with parents as their co-operation is vital to the success of the school. We should now actively seek:

- i) parental co-operation in supporting the school in its endeavour to reach the aims and objectives we have set;
- ii) to keep parents fully informed of what is happening in their child's school.

4. School Rules.

The following school rules were created by both teachers and pupils working together:

- i) Listen carefully and follow instructions at all times.

- ii) Put your hand up if you wish to speak.
- iii) Always try your best.
- iv) Respect other people and property.
- v) Walk quietly round school.
- vi) Be polite to everyone.

5. Playtime Rules

- i) Play sensibly and consider the feelings of others.
- ii) When the bell is rung walk sensibly to your line.
- iii) Stand quietly and wait for instructions from your teacher.

6. Assembly Rules

- i) Listen and follow instructions.
- ii) Keep your hands and feet to yourself.
- iii) Do not talk unless you are asked to.

7. At Dinner

- i) Listen and follow instructions when an adult claps their hands or asks for your attention.
- ii) Talk quietly to others at your table.
- iii) Make sure your tray is scraped properly(dinners) or your rubbish and any uneaten food is put in your lunchbox before you leave.
- iv) Put your chair under when you leave the table.

8. During Wet Dinnertime

- i) Play or work sensibly in your classroom.
- ii) Go to the toilet on leaving the hall and then stay in your classroom
- iii) Don't shout.
- iv) Don't interfere with what others are doing.
- v) Follow instructions given by the Midday Supervisors.

9. Rewards.

Our system of rewards is designed to recognize positive behaviour. It provides instant feedback to the child who exhibits appropriate behaviour. The system operates throughout the school day so it naturally involves not only the teaching staff but the midday supervisors too. The system works as

follows:

- * Laminated slips carried by staff are handed out for good behaviour or work. All teachers will aim to give out as many as possible
- * Each child collects these slips in a personal plastic wallet which also contains an award collecting sheet. When ten slips are collected, they receive an official stamp given by their teacher on the collecting sheet.
- *The first collecting sheet is for Star 1 and TEN stamps are needed to gain a certificate; the second sheet is for Star 2 and FIFTEEN stamps are needed; the third sheet is Star 3 and TWENTY stamps are needed.
- * The fourth collecting sheet is for a bronze award and THIRTY stamps are needed to gain a printed bronze award.
- * The child is then issued with a new collecting sheet for the silver award for which FORTY stamps are needed.
- * The child is then issued with a new collecting sheet for the gold award for which FIFTY stamps are needed.
- * The child is then issued with a new collecting sheet for the super gold award for which fifty five stamps are needed.
- *The child is then issued with a new collecting sheet for the platinum award for which SIXTY stamps are needed.
- *The child is then issued with a new collecting sheet for the giant panda award for which SEVENTY stamps are needed. .
- *The child is then issued with a new collecting sheet for the Siberian tiger award for which EIGHTY stamps are needed.
- *This is then followed by Blue Whale, Dinosaur and Unicorn Awards.

Other rewards are:

- * A weekly good work/attitude award - teachers and support staff select children who have tried particularly hard who receive a certificate during the Friday assembly. These children are then noted down.
- * A weekly Head teacher's award for each year group recognising good behaviour in assembly, class, playtime, when lining-up, good attitude, good work etc

10. Consequences

The school has a consistent and rigorous staged approach to dealing with inappropriate behaviour. Teachers will constantly clarify school rules with the children so that there is no confusion over what is and is not acceptable. The first 'tier' is a warning when the teacher will clearly state what will happen if the child 'chooses' to misbehave again. Incidents of inappropriate behaviour will be recorded in each class behaviour book. The hierarchy works on a daily basis so that the child starts afresh the next day. The full hierarchy of sanctions is as follows:

- i) Verbal warning.
- ii) The child is isolated somewhere in the classroom for 5 minutes and this is recorded in the behaviour book. In KS1 a traffic light system is used to show children how inappropriate their behaviour is.
- iii) The child is isolated for another 5 minutes (recorded).
- iv) If the child continues to misbehave, they will be sent to another member of staff until the next break (at the most) either with work or without depending on the circumstances (recorded).
- v) If the child continues to misbehave, they will be sent to Head (or Deputy) to discuss their behaviour and they will not be allowed to return to their class. Parents will be contacted to discuss their child's behaviour as soon as possible.
- vi) If bad behaviour persists, a letter will be sent home to parents informing of the pupils bad behaviour
- vii) If a child is caught swearing or using similar inappropriate language, a letter will be sent home either by the class teacher or Head/Deputy informing parents of this.
- viii) Serious offences will be referred to the Head (or Deputy) and parents will be contacted immediately. Offences in this category are:
 - violent or abusive behaviour towards people or property;
 - repeatedly refusing to follow instructions;
 - leaving the school premises without permission;
 - bullying.

Exclusion is an option that the Head or Deputy might use in these circumstances.

If a pupil is excluded from school for more than five days, the school has to provide work and a room where the excluded pupil will be educated. In the unlikely event that this happens, the excluded pupil will be brought to the Community Hall after the other pupils have entered the school. They will be supervised by a classroom assistant and then parents will collect the excluded pupil before the normal closing time.

Each class teacher will keep their behaviour list on a clipboard which is kept in a salient place in the classroom. A separate clipboard will be kept in the hall for assembly. Teachers taking assembly will inform class teachers if any of their children have been listed so that appropriate behaviour can be reinforced. Lunch time supervisors will also inform the child's teacher if a child has been misbehaving.

Supply teachers will be informed of the reward and consequence procedure and expected to adhere to it.

To keep parents informed of inappropriate behaviour, the head teacher may send a standard letter. (This letter might be sent out for persistently misbehaving or if the incident were of a serious nature.) These have a slip at the bottom for parents to fill in to acknowledge that they have received it and noted the contents. Hopefully, with both home and school dealing with behaviour, unacceptable behaviour will reduce and appropriate behaviour will increase. If, however, the class teacher feels that the child's behaviour is not improving, then a meeting will be needed between the class teacher and parents. At this meeting, home and school will agree and note down strategies (see proforma) to improve the child's behaviour. A date for review will be set when the class teacher and the parents

will meet again.

The head teacher will look at behaviour books on a regular basis in order to monitor behaviour across the school and discuss any concerns with the class teacher or the children.

If the head teacher feels that it is justified, school staff reserve the right to search any pupil that they suspect of carrying a knife. If this were to be done, it would be done with parental support, wherever possible, and always in the presence of another member of staff.

11. The Consequence Procedure in the Playground

- i) verbal warning
- ii) child is isolated to the side of the playground for 5 minutes
- iii) child is isolated to the side of the playground for a further 5 minutes (recorded)
- iv) child is sent inside to head or deputy for the remainder of the playtime (recorded as above)

12. The Consequence Procedure in Assembly

- i) verbal warning
- ii) the child is isolated to the side of the hall (recorded as above)
- iii) the child is sent from the hall (recorded by class teacher)

13. The Consequence Procedure During Dinners

- i) verbal warning
- ii) the child is moved to another table to eat (recorded as above)
- iii) the child is sent to Head or Deputy

14. General Comments:

- * Staff will constantly strive to be positive with all children. For example, when unacceptable behaviour occurs, the child will be told why their behaviour is unacceptable and given the opportunity to behave appropriately.
- * if pupils continue to misbehave, parents will be contacted and invited in to school to discuss their child's behaviour
- * Behaviour development is long term and can only be achieved by rigorous methods supported by all.
- * These guidelines have been presented to governors for approval.
- * Only through the support of the home will our efforts to encourage appropriate behaviour

succeed.

- * Our overriding aim is to ensure that teachers are allowed to teach so that every child is able to achieve to their full potential.