



Parwich Primary School

Behaviour Policy

Review every two years

Parwich Primary School is a learning community that cares for and values everyone, where creativity, challenge and high expectations lead to enjoyment and success for all.

Aims

At Parwich Primary School, we want every member of the school community to feel valued and respected. We are a caring community, whose values are built on mutual trust and respect for all. In short: 'treat others as you would like to be treated yourself'.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We value all the children in our school. We focus on changing inappropriate behaviour while showing respect for the child.

At Parwich Primary School, we understand that behaviour is a form of communication and we look for the underlying causes of behavioural difficulties to help the child develop a more appropriate way of relating to others. We work together and with outside agencies to do this.

Expectations – Follow the Golden Rules

The school expects every member of the school community to behave in a responsible and considerate way towards both themselves and to others; we call these 'Our Golden Rules'. We treat all members of the school community fairly and apply this behaviour policy in a consistent way. Good behaviour should be constantly expected and acknowledged.

Parwich Primary School, Golden Rules:

EYFS & KS1

- We are gentle – We keep our hands and feet to ourselves
- We are kind and helpful
- We tell the truth
- We work hard
- We look after property
- We listen to others

KS2

'We take care':

- With the presentation of our work
- With the words we use
- With the noise level in our classroom
- With our hands and feet
- When we are moving around our school and playground
- When lining up
- Of each other
- Of our own and other people's property
- Of our world!

At Parwich Primary School, pupils are expected to behave appropriately:

- In a sensible and responsible manner
- Politely and respectfully to each other and all adults
- Showing respect for their own and other people's property
- Respecting their surroundings and keep the school tidy
- Showing kindness
- Taking pride in their appearance
- Respecting class rules
- Using appropriate language

Adults model appropriate behaviour:

- Treating everyone with respect
- Being prepared to listen to other people
- Using appropriate language
- Being positive
- Being helpful
- Showing good manners
- Handling disagreements in a professional manner
- Being punctual
- Treating children's work with respect
- Dressing appropriately
- Being sensitive to the feelings of others
- Respecting the environment and other people's property

We also use the following strategies to promote good behaviour:

- Team points
- Golden Time
- Praise good behaviour 'move faces up'
- Consistency with rewards/sanctions
- Explain reasons for rewards/sanctions
- Encourage children to reflect on their own behaviour
- Show high expectations for behaviour
- Set up individual behaviour plans/targets when necessary
- Create class rules with the children and refer to them frequently
- Circle Time
- PSHE
- Playground Buddies
- School Council discussions and feedback
- Work with parents to encourage and reward positive behaviour
- Friday Whole School Celebration Assemblies
- Ensure all adults are aware of behaviour expectations and are consistent in expecting good behaviour
- Display posters around the school to promote good behaviour
- Model the behaviour we expect
- Follow the School Code of Conduct – 'Golden Rules'

Individual Behaviour Plans

Most children respond well to a class approach to behaviour management. Some children require a more individual approach with their own behaviour plan. Class teachers will work with outside advisors when necessary to set up these plans. Class teachers will ensure all adults working with the relevant children are aware of the individual plans

Stepped response to inappropriate behaviour

These steps are used when children are unwilling or unable to follow the 'Golden Rules.' When extreme behaviour is witnessed the following steps can be jumped at the teacher's discretion.

Step 1	Look of disapproval or say child's name. Recognition of positive behaviour from others. Reminder of appropriate behaviour and warning.
Step 2	Clear choices and consequences. Use Class Warning System – visual reminder charts. Move face down. Loss of Golden Time or playtime.
Step 3	Send to another class. (if appropriate)
Step 4	Send to Headteacher.
Step 5	<i>Either</i> Call in parents – inform Headteacher this is happening (for series of smaller incidents) <i>Or</i> Involve Headteacher (major incident)
Step 6	Set up home/school liaison book
Step 7	Inform outside agencies for further advice.

Step 2

Children move through the visual reminder chart at the class teacher's discretion. Key behaviour that would trigger a move onto the next level would involve interfering with their own or other children's learning.

Sanctions are put into place when children have their name put on the last symbol on the chart. The sanction will, again, be at the discretion of the teacher but will involve a meaningful activity. Children can move back levels by changing their behaviour. The adult needs to be specific about how the child's behaviour needs to change.

All the children in each class will start every day on the middle level.

Step 3 (if appropriate)

At step 3, children from any year will be sent into different year group in a different class.

Exclusions

Temporary (and permanent) exclusion will be the ultimate sanction after the Head has given due consideration to all factors concerning the individual case. It will be made clear to the individual that s/he is still valued but that the extreme behaviour cannot be accepted for reasons of safety and/or the well-being of other children and adults.

Sanctions

If children lose playtime or part of playtime as a sanction, they will be expected to stand or sit at the edge of the playground for that time. The teacher in the classroom will take responsibility for ensuring the teacher on duty is aware of the sanction. If they are kept in school, they will be given a meaningful task to complete under the supervision of the teacher in the classroom.

Logging Incidents

Class teachers will log classroom and playground incidents from Step 3 using the incident book.

Playtime and Lunchtime

We promote co-operative play and positive behaviour in the playground and around the school. There is a Friendship Stop (including a Friendship Bench) in the playground for those children who wish to have the support of others. We have representatives of the School Council, who act as Playground Buddies, and they are available to help solve children's disputes/arguments.

Playground sanctions/responses

Follow sanctions/responses ladder up to end of step 1

5 minutes' time out at the side of the playground

Further loss of playtime

Inform class teacher if necessary

Involvement of Headteacher

Involvement of parents

Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

Parents are encouraged to actively support the School Policy and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.