



Church Preen School Behaviour Policy



Spring, 2010

At Church Preen School, we strive to work in partnership with parents to enable their children to fulfil their potential and to prepare them to face the challenge of the future. We have all the advantages of a small school in providing the children with many opportunities for taking on responsibility. We expect the children to behave and work well and take on responsibility for themselves and others and for their environment.

Most children know the difference between right and wrong, but occasionally demonstrate inappropriate behaviour. Often this can be attributed to a clash of individual personalities, embarrassment, an inability to cope with competition or the agreed rules of Church Preen school.

Specific pupils, who have been identified as needing special support for behaviour problems may be placed on the school's Special Needs Register.

Aims and rationale

- To develop young people who are confident, yet who can see an issue from their own view and that of others.
- To develop young people who see the need for rules to enable fairness, equal access to learning and safety.
- To develop young people who do not need oppressive rules, but who begin to develop self-discipline as soon as they enter the school atmosphere and behave according to school expectations.
- To involve parents in the positive development of their children's behaviour, by communications and by working with parents to support the child's development.
- To develop young people who have a respect for one another and their property.
- To maintain confidentiality in small community.

At Church Preen School we believe it is important to have a behaviour policy because:-

- We are responsible for teaching values as well as knowledge and skills
- It provides guidelines from which we behave and upon which, we base our expectations.
- Good standards of behaviour and work and underpinned by a clear code of conduct, which needs to be made explicit to pupils and parents
- It is necessary that we all conduct ourselves in accordance with the values of the religious status of the school and those within the PSHE Policy.
- It provides a point of reference to ensure a balance between punishments and rewards, which we believe contributes to a caring and positive atmosphere.

Systems which communicate behavioural expectations clearly

- Codes of conduct: the golden rules are set out in the Home/School agreement and displayed in the hall. This agreement has to be accepted and signed by parents, children and the school at the beginning of each academic year. Children are reminded of the rules at the beginning of each term. Reference is made by the teacher and other adults in the classroom to these rules.
- Well cared for buildings and resources, and concern for untidy areas and failing aspects of the school buildings, provide a role model for respect for the general environment.
- Punctuality for the start of a lesson, lunch, assembly, reduce the possibility of disruption.
- A high recognition of pupil's positive achievement through verbal recognition, displays of children's work and weekly awards of certificates for achievement during a Celebration Assembly, last thing on a Friday. An inclusion of these children's names in print in the weekly 'Preen Scene' also highlights the importance we place on good behaviour.

Specific behaviour which has been agreed as unacceptable

- Name calling, excluding an individual from play, subtle verbal abuse
- Physical interference with another person
- Swearing
- Leaving the premises without permission
- Running in areas, for which this is out of bounds
- Physical bullying (pushing, pinching, hitting and kicking)
- Emotional bullying (name calling, ignoring, intimidation)
- Racial abuse of any kind

Systems which encourage and support the children's development of self-discipline

- Dismissing pupils from the classroom in small groups or in controlled and well spaced line
- Avoidance of lining up in the playground where practicable
- Dismissing pupils from the playground in small groups to avoid large groups in confined areas
- Dismissing small groups of pupils from the dining room
- Reminding pupils of our joint expectations about movement around school
- Adult monitoring of 'blind' spots i.e. an awareness of the toilets and cloakrooms during break and lunchtime

Other influences on behaviour in a school situation

- A well run classroom has a low potential for inappropriate behaviour
- Teacher and supervisor role models influence pupil behaviour
- Appropriate and challenging curriculum for all
- The following are associated with effective classroom control:
 - Appropriate eye and physical contact with pupils
 - Relaxed body movements
 - Relaxed, controlled verbal behaviour
 - Ability to achieve silence quickly with a class group
 - Reprimands which are brief and specific to desired behaviour
 - Instructions which are clear and concise
 - Regular rule reminders
 - Positive praise and encouragement

Rewards

Appropriate behaviour is acknowledged and rewarded by a range of means depending upon the individual and the context. The range at Church Preen School is:

- A smile
- A positive comment
- Stickers/points awarded in individual classes
- Certificates awarded weekly to a 'Pupil of the Week' in each class

Communication to parents

- Home school books in KS1
- Telephone calls
- In person at end of school day
- Certificates awarded weekly to a 'Pupil of the Week' in each class
- A mention in the weekly Preen Scene

Sanctions

Inappropriate behaviour is challenged and sanctioned by a range of strategies depending upon the individual involved and the context.

The range at Church Preen School is:

- Redirecting the pupil
- A verbal comment to encourage compliance
- A warning that their initials will be put on the board

If the pupil doesn't amend his/her behaviour following the above strategies, the following procedure will be operated:

1. the pupil's initials or name are put on the board
 2. if the poor behaviour continues, circle is drawn round the initials
 3. A further circle means the child misses play or football etc
 4. Should the situation be deemed serious enough, the child's parent is informed of the inappropriate behaviour
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- where behaviour is disrupting a specific activity the pupil may be withdrawn from this activity
 - inappropriate behaviour at lunchtime may require parents to remove their child during the lunchtime break
 - inappropriate behaviour on the school bus may lead to a child's home-school service be withdrawn
 - where behaviour is of such a serious nature that a period of time is needed for both pupil and school to reflect on the incident, exclusion of the pupil will take place.
 - If an individual incident is of such seriousness it may warrant immediate exclusion without any prior notice to the parents. Exclusion follows the LA guidelines

Communication with parents

- contact at the end of the day by the teacher-by 'phone or in person, if the child is collected
- by post
- where inappropriate behaviour continues over time or following any exclusion from school, a Behaviour Reporting Book will be implemented in which all subsequent incidents will be recorded. This book will be signed weekly by parents and teacher(s). In these cases regular meetings will be held with parents to review progress
- Referral to/ meeting with the headteacher

Involvement with outside agencies

- The behaviour support team may be consulted for advice
- Pupils will be put on the SEN register where inappropriate behaviour continues over time

Recording and monitoring Incidents

- Through SEN register
- More serious individual incidents will be recorded in THE GREEN BOOK
If a name appears twice in one week, some popular activity will be denied him/her
- If names appear twice in concurrent weeks, parents will be informed - either by letter, 'phone or a meeting in the school.
- Through school Behaviour Reporting books

Access to behaviour policy

- The behaviour policy file (kept in the Headteacher's office) is the source of this policy for staff and regular supply teachers in the school
- A request to see this Behaviour Policy by any parent will be met within 24 hours
- This policy will be published on the school's website

Success criteria

- Staff, children and governors know and understand the policy
- The parents have been informed of the policy

Approval

Approved by a meeting of the Governance Committee on 10th February, 2010

Review of the policy

- The policy will be reviewed in Autumn 2012.

Headteacher

Chair of Governors

