

Ampney Crucis C of E Primary School

Behaviour Policy

Ampney Crucis C of E Primary School recognises its foundation within the Church of England and aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Rationale

We believe that every child has the right to feel safe in school and enjoy their education. We intend that the policy is clearly understood and shared by all, children, staff and parents. The behaviour policy takes its place within the aims of the school. It has close links to the Child Protection, Anti-racism and PSHCE policies and is set within the framework of the Every Child Matters Agenda.

Aims

At Ampney Crucis C.E. Primary School we aim to create a safe, happy and learning environment where there is a mutual respect between all members.

In order for this to happen we believe it important that:

- ✓ we recognise and celebrate examples of good behaviour
- ✓ everybody has a responsibility for supporting others in the many aspects of school life and allowing them the right to learn
- ✓ we listen with mutual respect to the views of others and value their opinions
- ✓ we encourage positive behaviour and raise self-esteem through appropriate responses and activities
- ✓ pupils develop positive attitudes towards gender, culture, race and ability
- ✓ all staff recognise the important role that parents play in supporting children's education
- ✓ we encourage pupils to become good citizens in school and the wider community

Approach

We recognise that the school environment and classroom organization are important influences on behaviour. The way a child feels about itself determines both the way they behave and how they interpret the meaning of specific behaviour towards them. If an individual has a poor self-concept in relation to behaviour and thinks of it as being bad there are fewer constraints on the way they

behave, they can feel that people expect them to behave badly. An improved self-concept will give the child the security to try something new without fear of failure and may reduce inappropriate behaviour. There should be a healthy balance between rewards and punishments.

We have an agreed set of rules for the classroom, the school as a whole, the playground, the dining hall, wet dinnertime and educational visits. All of these rules are based on our seven core values. Sanctions and rewards are in place throughout the school.

As a caring community we expect a calm and happy environment, in which all children will develop. We recognise that parents are the first and most important educators of their children and value parental involvement, co-operation and support. We recognise that close co-operation with parents is central to this policy and every possible effort will be made to encourage their support and understanding.

Encouraging Good Behaviour

We believe it is important to place a high profile on positive aspects of praise and reward. The following are strategies used to do this:

Smiles, praise and encouragement

Displaying of pupils work

Stickers and stampers

Values Tree

Marking of pupils work

House points

Sharing work with the class, another class, teacher or headteacher

Sending work home

Blue slips will be given to children who produce outstanding achievements. Three blue slips will result in a headteachers certificate.

Children will be selected to go in the golden book for achievements over the week

Collective worship

We teach the children to understand what is right and what is wrong and to reflect on their actions through: - Circle Time and PSHCE

Staff and visitors in school are expected to set an example to the pupils:

- When speaking to each other and pupils
- Attitudes to listening and responding
- The standards of appearance/appropriate dress.

Some children are given the responsibility of being a monitor or house captain either in the class or in the school as a whole. House captains and the school council are elected by the pupils

Unacceptable Behaviour

Teachers have a right to teach and children to learn. Unacceptable behaviour is that which prevents teaching and learning. When rules are contravened there must be a system of appropriate sanctions: where possible, sanctions should be seen to match the offence. The most powerful sanction is the disapproval of those whose views the wrongdoer respects.

Minor infringements can usually be dealt with in one of the following ways,

- Reminder of rules and our school values
- Positive encouragement of the correct behaviour.

More unacceptable behaviour must be dealt with in a more formal way. The majority of behaviour related issues will be dealt with by the supervising teacher, using the following agreed sanctions

If a child chooses to break a class rule or school rule:

1. Explain to the child of the rule they have broken
2. Moved to a different part of the classroom
3. Missing part of a play/lunchtime
4. Sent to the Head teacher
5. Yellow slip – the child will be sent to the Headteacher who will inform parents of the child's behaviour

A fresh start will be given to each child every day.

Teachers may choose to miss out stages in these sanctions for more serious incidents.

The head teacher will keep records of each time a child is given a yellow slip.

A standard letter will inform parents each time child is given a yellow slip, offering the opportunity to meet and discuss the incident or any relevant issues.

A fresh start for yellow slips will be given to each child every term.

On rare occasions more serious incidents will occur, such as open defiance, verbal abuse to an adult, vandalism, theft, racism or persistently breaking school or class rules. The yellow slip should be used as a last resort, where other strategies have not made any impact on a child's behaviour or other sanctions are thought to be inappropriate. If the supervising teacher feels that the classroom sanctions are inappropriate for the extremity of the behaviour the child will be sent to the head teacher who will deal with the incident.

The Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious incidents the Headteacher may permanently exclude a child.

It may sometimes be necessary to involve outside agencies, such as the behaviour support team or educational psychologist

It is important to strike the correct balance between slight misdemeanors and absolutely unacceptable behaviour. Whilst not condoning the former, staff will see fit to deal with the incident at the time in the most appropriate fashion.

There is however no place in our school community for violence, bullying, harassment, vandalism, rudeness to adults or bad language. This will be dealt with severely at the time. If these incidents occur at break times in the playground, the child's teacher should be informed.

If occurring at lunchtimes the MDSAs will inform the class teacher. If children behave inappropriately at lunchtime, parents will be informed. If behaviour persists, parents will be asked to make other arrangements for them between 12.00pm and 1pm for a specified period. Inappropriate behaviour includes swearing or physically injuring others.

Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis and will report to governors on this policy and if necessary make recommendations for improvements.

Review

This policy will be reviewed annually.

