

Marfleet Primary School



POLICY FOR BEHAVIOUR

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Policy for Behaviour

Aims

- to ensure that school is a comfortable and orderly place where children can feel safe and secure
- to emphasise and reward good behaviour
- to minimise incidents of bad behaviour and to deal with it fairly and consistently
- to ensure that teachers and children can maximise potential without distraction or disruption
- to ensure that all children are treated fairly regardless of race, gender or ethnicity

Underlying Principles

- an emphasis on de-escalation and positive reinforcement
- lead by example - good adult role models
- to be consistent and fair
- policy common to all but also treat children as individuals
- be firm with unacceptable behaviour
- don't overreact
- to deal with issues professionally and sensitively

This policy is to be read in conjunction with other school policies including the school aims and philosophy

Pupils have rights and responsibilities - they understand that if they break the rules they have chosen to do this and therefore must accept the consequences of their actions.

Parental Support

Parental support is vital if positive behaviour is to flourish in school. Strong relationships and good communication is critical when encouraging pupils to maintain a high quality learning atmosphere. Parents will be expected to reinforce this behaviour policy at home and to support staff with its implementation at school.

Acceptable behaviour and Unacceptable behaviour are detailed in Appendix A

Encouraging good behaviour:

It is important to create a school/classroom atmosphere which celebrates success for all, but also accepts mistakes or a failure to achieve something and uses it constructively to move forward. Achievement and success should be encouraged through targets and small steps particularly for those who find success (in work or behaviour) difficult to achieve and to sustain.

It is very important to emphasise good behaviour and to use the rewards systems as a high profile support. Staff may choose to utilise a range of reward systems.

Dealing with unacceptable behaviour

Within the overall framework of this policy it is important to take each case individually - making decisions that are appropriate to the circumstances. Differentiate between serious and trivial offences.

Discouraging poor behaviour

The class teacher is responsible for setting high standards in class and commanding respect and commitment. In addition, pupils are expected to maintain good behaviour to ensure high quality learning. There are a range of strategies available to encourage good behaviour; please see Appendix A.

Sanctions Available

The class teacher has a range of strategies to encourage good behaviour throughout school. Please see Appendix A.

Procedure for Dealing with Persistent or Serious Bad Behaviour

When a child persistently misbehaves, discussions will ensue with the Head/Deputy detailing what has already been done to ease the situation and how to improve the pupil's behaviour. Children should always be clear about what is expected and also what is acceptable.

Exclusions

If the need for the ultimate and very regrettable sanction arises, the school will follow guidelines as set down by the local authority.

Marfleet Primary School Behaviour Policy - Physical Restraint

Positive handling techniques, using reasonable force, will be used if necessary to prevent:

- pupils endangering themselves or others
- damage to property
- a criminal offence
- behaviour which is prejudicial to good order

Positive handling strategies must be reasonable, appropriate and proportionate.

Team Teach training was completed by all staff in April 2011.

The behaviours and sanctions set out in Appendix A were collectively agreed by all staff. The system was then taken to the school council before being rolled out to all staff and children.

The behaviour book documents ALL colours of behaviour and is used to support children's behaviour around school and in lessons.

Review details

Frequency of review – annual

Date	Action	By	Review Date
June 2013	Policy Written		
November 2016	Reviewed	F Boughton	June 2017