



**Taddington and Priestcliffe
Church of England (Aided)
Primary School**

Behaviour Policy

Version	5
Date:	July 2018
Policy Review Date:	July 2020
Ratified by Governing Body	
Headteacher	
Summary of changes:	Links to supporting school policies added. Introduction to 'promoting positive behaviour' added. Reordering of 'organisation section.

Aims

It is a primary aim of Taddington and Priestcliffe CE (a) Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school motto: **We care for each other**; and our values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, included, safe and secure and able to learn and reach their potential.

The school has a number of rules, but 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 supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community (children, staff, parents and other adults) to behave in a considerate and respectful way towards others. We treat all children and adults fairly and apply this behaviour policy in a consistent way.

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 and wider world.

The school recognises and promotes good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

The school recognises the invaluable support parents can offer in maintaining positive behaviour in school and welcome parents' input.

This policy should be viewed in conjunction with:

the school's broad aims policy

<http://www.taddingtonpriestcliffe.derbyshire.sch.uk/broad%20aims%20policy%202015.pdf>

the school's Anti-Bullying policy

<http://www.taddingtonpriestcliffe.derbyshire.sch.uk/anti-bullying%20policy%202016.pdf>

the school's safeguarding policy

<http://www.taddingtonpriestcliffe.derbyshire.sch.uk/child%20protection%20policy%20v8%20sept%202017-18.pdf>

the school's mental health and wellbeing policy

<http://www.taddingtonpriestcliffe.derbyshire.sch.uk/important%20information%20for%20governors%20and%20visitors.htm>

Staff Responsibility

Behaviour management, and promoting a culture of good behaviour, is the responsibility of all staff.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of everyone in the school.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism. This log is located in the Headteacher's office. This log also includes 'ABC monitoring', behaviour support risk assessments and MEPs. The school has a separate policy to promote anti-bullying and to minimise incidents of bullying.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and are carried out in line with DfE and LA guidelines.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the appropriate conduct is enforced in their classes, and that their classes behave in a responsible manner during lesson time, lunch time and around the school site.

The class teachers in our school have high expectations of all children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher is a role model for children and they treat each child fairly, and insist on appropriate behaviour. Teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class as well as reporting to parents any serious incidents which may take place.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Headteacher.

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

Organisation

Promoting Positive Behaviour

Promoting positive behaviour enables the community to feel valued and respected and promotes an ethos where positive behaviour is preferable. We aim to 'catch children being good'. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards (stickers and stamps, verbal praise, notes home etc.)
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Each week, at least two children from each class are nominated to receive a certificate in the Family Worship, to celebrate good behaviour, attitudes and achievement.
- Texts are sent home to parents/carers each week to celebrate positive behaviour and achievements.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- All children belong to a house team. Junior children collect house points for their team and teams are rewarded at the end of each half term if they collect the most points.
- Infant children have an individual sticker chart with a prize each time a chart is full.
- Individual children earn their name on the esteem board and are displayed there until the end of each half term. These are returned to children in a celebration assembly at the end of each half term.

Rules

Teachers are responsible for writing and agreeing rules with their classes in order to meet the needs of each group of children. These should be reviewed when applicable during the school year.

The whole school community is responsible for maintaining standards.

Teachers are responsible to adapting rules for classrooms and other areas of the school when the need arises and this is done in consultation with children and agreed with them.

- We expect children to listen carefully to instructions in lessons and to take part in lessons appropriately. If they do not do so, we will remind children of the expectations and the implications of continuing to disrupt their learning or the learning of others.
- If behaviour doesn't improve, then a child may be asked either to move to another place or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime only if the task is incomplete due to poor behaviour.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others (or if there is persistent low level disruption), the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from a colleague and ask the child to work in another classroom.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Headteacher.
- Where children's behaviour on the playground is inappropriate, duty staff will follow the same principles as above:
 - Warning
 - Move away
 - Move out of area
 - Seek support from a colleague (i.e. send the child into another class)
 - Seek support from the Headteacher
- Where behaviour is of concern, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, setting targets and eliminating barriers.
- All sanctions are subject to flexibility in order to best meet the needs of children and take into account their age and maturity.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (This policy should be read in conjunction with the school's anti-bullying policy).
- Racist, sexist or homophobic incidents will not be tolerated in any form.

Exclusion

We follow the guidelines set out by Derbyshire County Council for excluded pupils. In order to minimise the necessity for exclusion, the school follows the following guidelines:

- We take a flexible and graduated approach to meeting student needs.
- We maintain a positive emphasis and expectation.
- We promote positive communication and mutual respect.
- We are committed to developing staff skills to work with children at risk of exclusion.
- We support the overall well-being of staff.
- We have a nurturing emphasis.
- We work closely with other schools to support children at risk of exclusion.
- We focus on team work to solve problems and overcome barriers.
- We maintain a consistent approach to managing behaviour.
- We value the support of parents in overcoming barriers.

This policy is reviewed bi-annually