



Behaviour Policy

First written: October 2001

Latest Review Nov 2014

Agreed by Governors:..... Chair of Governors

Agreed by head of School: Head of School

INTRODUCTION:

Our Behaviour Policy is built on the school's Christian values which we teach and endeavour to live by. These are the 'Fruit of the Spirit': Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self Control. We have these displayed around the school as reminders to the children and we reward children who show these in their daily lives. The Policy is consistently applied and staff will use their professional discretion and a range of strategies to achieve this.

We believe in the reinforcement of positive behaviour, and children are encouraged as individuals to develop a sense of responsibility, respond to appropriate challenges and live by the school values. Children are always involved in the writing of the school, class and playground rules.

AIMS:

- To promote self-discipline and a proper regard for authority.
- To encourage good behaviour and respect for others.
- To ensure pupils' standard of behaviour is acceptable.
- To regulate pupils' conduct.
- To teach the school values and other values for life.

As a Church of England Voluntary Aided School we aim to install in our children a sense of right and wrong, and show them the values by which to live. The behaviour in our school has been judged as 'outstanding' (Ofsted 2008 and 2012) and we aim to keep it that way.

EXPECTATIONS OF CHILDREN:

- We accept responsibility for our own behaviour.
- This is our School; we look after it and the people inside it.
- We are considerate, caring and tolerant of each other.
- We treat the environment with care and respect.
- We treat others as we want them to treat us.
- We treat other people's property carefully.
- We take pride in the way we look.

Working together, showing God's Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self Control.

BEHAVIOUR IN THE CLASSROOM:

We remember our own responsibilities towards ourselves and towards each other, and we recognise **all** achievements - our own and others.

- We listen carefully
- We control our feelings.
- We do our best in all activities.
- We settle down to our own work, letting others do their work.
- We look after our classroom, including all equipment.

BEHAVIOUR WITHIN SCHOOL GENERALLY:

- We show respect for people and property.
- We are polite to all adults.
- We act courteously and responsibly towards all members of the School.
- We move within the School with care and consideration for the building and the people in it.
- We know what is expected of us at certain times of the day and for particular activities.
- We make 'Worship' time quiet and thoughtful.
- We use the toilets properly and keep them in good order.
- We eat our lunch sensibly.
- We keep the floors clean and tidy so that they are safe places to walk.
- We always walk into and inside the building.
- We look after children who need special help.

BEHAVIOUR WITHIN THE SCHOOL GROUNDS:

Areas around the School should be clean, attractive and safe.

- We play games with consideration for others.
- We stand still and listen when requested.
- We only use play equipment provided in the playground. Balls are kept below shoulder level.
- We use the seats provided for sitting down. These are left in place.
- We pick up litter and take care of the environment.
- We talk to an adult when we need help.
- We only use the 'Adventure' playground after asking and receiving permission from the teacher.
- We take particular care when going up or coming down the steps.

BEHAVIOUR ON VISITS:

- We listen carefully to instructions and carry them out considerately.
- We stay in our places when travelling on coaches.
- We are polite and considerate to other people.
- We stay in our groups.
- We take pride in our appearance and behaviour when out of School during school hours.
- We are proud to belong to Withington School.

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ENCOURAGEMENT, PRAISE AND SANCTIONS:

Throughout the School, we encourage children by using a system of praise and reward. It is much better to 'catch them being good' than to continually be 'telling off' a child.

Children may be praised in front of others.

Children may be sent to show their good work to another teacher and be praised for improvement. Rewards may include: Merit Stickers put on sticker cards; stickers on children, and earning 'Golden time'.

CELEBRATION OF GOOD WORK / BEHAVIOUR:

Children who have completed their sticker chart will receive a prize.

Any child taking part in out of school activities will share their successes with others.

Certificates will be given for participation in sporting / musical events etc.

Certificates are given to children who are showing one (or more) of our school values.

Golden Time, where used, is given to those who have earned it

SANCTIONS:

Sanctions in our school are rare and any poor behaviour is usually dealt with by a warning and verbal reprimand. **Persistent** misbehaviour will be dealt with in the following ways:

- The child may be kept in at playtime or lunchtime as a loss of privilege.
- Children may be sent to another teacher, or to the Head teacher.
- Children causing problems in the playground will be given a warning and maybe made to stand by the supervisor. If the problems continue the child may be sent in to another teacher.
- **Bullying will be dealt with very seriously and parents will be invited to discuss the matter.**

A behaviour modification plan or chart may be used in certain circumstances.

Home – school diaries are used to inform parents of good work or behaviour, and parents will always be informed of persistent bad behaviour.

Children may be put on the Special Needs Code of Practice for behaviour problems. Any children on School Action will have an Individual Behaviour Modification Plan.

Often bad behaviour is a direct consequence of a worry or something going on at home. In such cases we offer as much support as we can to the child and family.

It is always made clear to the children that it is their behaviour which is unacceptable, not them.

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