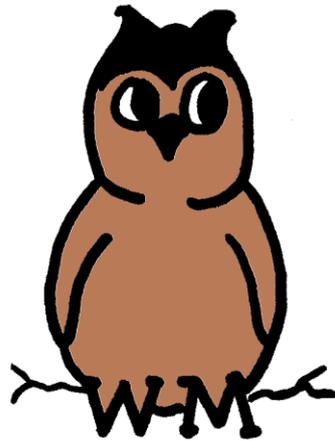


White Mere Community Primary School



School Behaviour Policy

September 2015

Currently under review - see 'Trial Behaviour Policy'

Introduction

At White Mere Community Primary School learning is fun and we achieve our best in a happy, caring, secure environment where excellence is at the heart of all we do. In order for this vision to be achieved it is important that our expectations of standards of behaviour are understood and followed by everyone in the school community.

We want all pupils attending White Mere Community Primary School to develop a positive self-image and be well adjusted socially and emotionally. In order to achieve this, the children need to feel secure, happy and valued so that they achieve their full potential.

Aims

At White Mere Community Primary School we have adopted Gateshead Local Education Authorities behaviour policy, which we use to support a positive behaviour management approach that reflects the school values, which are:

- We provide a safe, stimulating, well resourced learning and physical environment in which every child can play and learn happily;
- We develop a positive two-way relationship with parents and the wider community to bring benefits to all through the exchange of information, skills and experiences;
- We listen to and value all members of the school community equally with relationships based on openness, trust, tolerance, honesty, understanding and mutual respect;
- To ensure the highest levels of achievement by our pupils we provide the highest quality of teaching via a broad and balanced curriculum, which encourages and challenges them to be active, creative, independent and self-critical learners, unafraid of making mistakes.

Pupils feel more secure when they are aware of the behavioural expectations linked with praise and sanctions used consistently throughout the school. This document has been developed following consultation with staff, pupils, governors and parents on behaviour and how we should address the common areas of concern.

It sets out the school's core values and consequent behavioural expectations, the rewards for meeting those expectations and the sanctions for failing to meet the expectations. This will provide a clear code of conduct through a balanced combination of rewards and punishments within a positive community atmosphere.

The school will:

- Protect and nurture individual self esteem
- Provide effective pastoral care
- Provide appropriate curriculum challenge
- Establish an effective partnership with parents / carers
- Address the underlying causes / triggers of emotional and/or behavioural difficulties
- Provide an inclusive setting through identifying, assessing and meeting individual needs.

All Staff at White Mere Community Primary School will:

- Encourage children to be responsible for their behaviour
- Praise all pupils whenever they behave appropriately
- Reprimand or impose sanctions whenever pupils behave inappropriately
- Demonstrate the behaviour we wish to see and only use criticism that is constructive.

Behaviour management strategies will be used effectively and fairly through positive reinforcement in order that our

Children will

- Learn what good behaviour means
- Learn to care for one another
- Learn to value friendship
- Develop self confidence
- Do as well as possible in their school work

Teachers will

- Teach effectively with few behaviour problems
- Meet the needs of all the pupils
- Make positive contact with parents
- Develop personally and professionally

Parents will

- Feel confident that their children are growing personally, socially and academically
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere

Creating a happy, caring environment.

Our pupils developed the following broad school rules, which we call our Five Golden Rules:

- ☺ We behave sensibly at all times in school.
- ☺ We listen to adults in school and do what they say.
- ☺ We are always polite, thoughtful and respectful towards adults and pupils in school.
- ☺ We always wear our school uniform (including PE Kit) with pride, remembering not to wear any jewellery.
- ☺ We treat others as we would like to be treated.

These rules are regularly discussed with the pupils either individually, in class, in assembly or through the school council in order that concerns or conflict can be quickly and effectively dealt with.

Rewards and Praise

Good manners and politeness are encouraged at all times. Pupils are praised for their continued efforts and this is noted on a daily basis particularly when moving around the school and at lunchtime. It is expected that:

- Everyone remembers to say please and thank you when receiving anything
- Stand aside to let grown-ups pass through doorways/corridors
- Listen and look when you are being spoken to
- Answer and talk to each other politely and calmly
- Complete tasks to the best of their ability and wait patiently without pushing or shouting
- Leave, enter and walk around school quietly without fussing

We recognise good behaviour through awards and privileges. Individuals, groups of pupils as well as classes may be rewarded with:

- Badges and stickers
- Special responsibilities e.g. class monitors
- Certificates (particularly for attendance)
- Sharing their good behaviour in our achievements assembly (Golden Book)
- Special outings or additional playtime
- Telling parents of good behaviour

Managing inappropriate behaviour / Sanctions

Occasionally pupils forget our rules and aims for good behaviour and are inconsiderate towards others. We try to prevent this from happening by reminding pupils of the school aims and values and noticing and praising good behaviour as it occurs. When this is not enough or in the case of persistent misbehaviour we:

- Give effective reprimands and reminders of appropriate behaviour
- Intervene promptly to stop inappropriate play / activity
- Isolating the child from the situation
- Referring the child to the Head Teacher/Deputy Head Teacher
- Contacting parents to discuss ways of helping the child improve behaviour
- Devising an individual behaviour programme, which will help the child to learn appropriate social behaviour in school. This will always be done in conjunction with parents

In very rare cases it may be necessary to suspend a pupil, for example if they have physically attacked and seriously injured another person. This will only ever be considered after all other possible avenues have been explored and have proved to be unsuccessful in making improvement to behaviour. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

We recognise the importance of having good role models in developing an understanding of right and wrong as well as pupils being able to access the curriculum appropriately in order to feel a sense of achievement.

Valuing Pupils

In order to raise self-esteem and improve social skills we use Circletime, which essentially gives the teacher and the pupils a forum to discuss issues, express views and share experience in an open and democratic way. It is designed to

- Enhance listening skills
- Promote group cooperation and cohesion
- Raise the self-esteem of individuals and the group

Circletime supports and encourages democracy in school by

- Allowing the children to have a voice regarding whole-school issues such as the development of classroom, playground and general behaviour rules.
- Provides regular opportunities to discuss and try to resolve issues of concern.
- Encourages corporate responsibility
- Provides the opportunity to explore issues that are part of the school's personal, social and health education programme.