



# **Behaviour Policy**

**Person responsible: Headteacher**

**Date adopted: November 2014**

**Review Date: November 2017**

## Aims

The aim of our Behaviour Policy is that all children will:

- be tolerant and understanding, showing consideration for the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their role in society
- realise their full potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment, their property and that of others
- value the cultural diversity of the school and community
- make well-informed choices about their own behaviour

## Principles

Every child has the right to learn and feel secure. No child has the right to disrupt the learning and security of others. An essential prerequisite for learning is a school ethos which is built on trusting relationships and co-operative teamwork. The school welcomes and encourages the involvement of Governors, parents and others in the community. Children behave well because they genuinely feel it is right rather than because it is imposed.

Racism as defined by the Stephen Lawrence Inquiry Report

*"....conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form"*

is unacceptable and will not be tolerated.

All members of the school community (teaching and support staff, parents, pupils and governors) work toward the school's aims by:

- Recognising children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Rejecting all conduct which involves bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and apply these strategies consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another
- Encouraging pupils to make good choices, but also by helping them realise that by not choosing they are making a choice

Underpinning these principles are our Golden Rules:

Our golden rules will be written by the children in their family groups and once agreed will be displayed in every classroom and throughout the school. The golden rules will be phrased in a positive way such as:

At Alban City School we.....

## Procedures

Procedures aimed at involving all members of the school community include:

- A programme of professional development for teachers, teaching assistants, midday supervisors and administrative staff
- Regular meetings of teaching and non-teaching staff to review behaviour issues
- Discussion of behaviour issues at governors' meetings where appropriate
- Encouraging parents to work in partnership with the school, taking an active interest in children's learning and development of personal and social responsibility as they progress through the school
- Regular meetings between staff and parents
- Parents accepting responsibility for the conduct of their children
- Encouraging awareness of others in order to support each other particularly at playtimes.

In order to provide children with opportunities to discuss appropriate behaviour, our procedures include:

- A programme of Citizenship and Ethics designed to promote mutual respect, self-discipline and social responsibility (see Curriculum maps)
- A programme of Faith and Belief which includes ethical and moral issues (see Hertfordshire Agreed syllabus of RE and Curriculum map)
- The compilation of a set of class rules at the beginning of the Autumn term
- Circle Time, a forum for discussion used in classes
- Family Groups of pupil and staff as appropriate which meet fortnightly
- Philosophy for Children
- Assemblies

To promote desirable behaviour, staff will:

- Act as role models
- Offer guidance to children including praise and encouragement
- Provide a curriculum designed to engage and challenge each child in which collaborative work within classes and across year groups is encouraged
- Encourage and show appreciation of children who act as positive role models
- Encourage children to make appropriate and considerate choices
- Acknowledge good work / behaviour with smiles, signals, praise and thanks
- Use whole class reward systems
- Send children to the Headteacher to get stickers for individual achievement
- Use Assessment for Learning to focus on positive attitudes towards learning
- Liaise with parents and work in partnership to celebrate children's achievements

Where possible, good behaviour will always be reinforced, and bad behaviour prevented, by praise and encouragement.

However, where positive strategies do not succeed, we have identified a number of strategies to prevent inappropriate behaviour and staff will, as appropriate, take the following action:

1. Conscientious supervision of pupils at all times
2. Immediate response by the member of staff present at the time
3. Talk to the child and explain why the behaviour cannot be tolerated
4. Refer to the school or class rule that has been broken
5. Ask the child what can be done to put things right for example an apology which could be verbal or written; carry out an action mend, tidy, play with, help

6. Allow the child to carry out the suggestion or direct the child to an appropriate course of action
7. Ensure appropriate action is taken
8. Liaise with other members of staff as appropriate
9. Impose sanctions that match the transgression

These may be:

- A warning and reprimand
- Carrying out a helping task
- Writing an apology
- Working apart
- "time out"
- loss of play during break and/or lunchtime
- withdrawal of privileges (e.g. clubs, choosing)
- putting details in the Behaviour Book

Repeated inappropriate behaviour or serious breaches of conduct will lead to an escalation of the sanctions. They will involve:

1. a discussion with the class teacher
2. informal discussion between teacher and parents
3. use of monitoring sheet or home/school book
4. interview with teacher from Senior Leadership Team (recorded)
5. interview with the Head (recorded)
6. formal meeting with parents (recorded) appropriate members of staff to be present
7. the school working closely with external support services in order to support the child
8. temporary or permanent exclusion (following HCC procedures and guidelines)

If there are any issues regarding pupil behaviour that cannot be resolved, parents should consult the school's Complaints Procedure.