

Talbot Primary School



Behaviour Policy

Reviewed/Revised: February 2015

Next review: February 2018

Talbot Primary School Behaviour Policy

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour at Talbot Primary School. It was revised in Spring term of 2015 in consultation with teachers, and was approved by the Governing Body during the same term.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Talbot Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community. The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Talbot Primary School acknowledges that there are a range of causes of inappropriate behaviour, including home circumstances, friendship issues and other specific needs. We try to establish the reasons for behaviour when dealing with incidents. If children require additional assistance in managing their own behaviour, the strong links between parents, school and particularly the Learning Mentor support this.

Aims

- To establish a positive learning environment in school
- To help enhance and develop self-esteem and feelings of self-worth
- To encourage a safe social climate in which pupils and staff have positive experiences
- To encourage pupils to co-operate with one another and with adults
- To develop pupils' own sense of responsibility for their own behaviour
- To encourage consistency and a feeling of common purpose

Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These key aspects are adopted by classes at the beginning of each year, and pupils use them to develop their own class rules / ethos. These rules are found in our Talbot School Promise which is distributed to 'new' parents, discussed by class teachers with their classes, and often used as a focal point for assemblies. Additionally, PHSCE / SEAL posters and weekly Ethos Statements are displayed around school to reinforce these rules.

Expectations

At Talbot Primary School, as adults, we will:

- Provide encouragement and stimulation to all pupils.

- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules
- Treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Pupils should learn to expect age-related, fair and consistently applied consequences, in the form of rewards and sanctions, for both appropriate and inappropriate behaviour respectively.

Rewards

We will reward individual pupil behaviour through:

- Smiles
- Praise
- Stickers
- Certificates
- Merit charts
- Entry in the weekly Golden Book
- Lunchtime stars
- Message to parents
- Special responsibilities
- Extra playtime related to targets met
- Send child to Headteacher for praise

Classes will set targets based on the Investors in Pupils initiative and negotiate a suitable reward with their class teacher. Whole class rewards are also given in the form of extra playtime (KS2), playground toys and stars (KS1) for lining up well. Some teachers may also use individual and group rewards.

Sanctions

Staff use their judgement in selecting an appropriate sanction, and endeavour to ensure that these reflect the seriousness and frequency of the incident. Essentially, where behaviour is inappropriate it will be addressed hierarchically. Inappropriate behaviour will be dealt with in the following ways:

- Non-verbal warning
- Verbal warning
- Removal from group for time out including spending time in another classroom
- Missing part of playtime (following warnings)
- Stand with the teacher on duty during playtime
- Referral to class teacher
- Involving parents
- Involving the Senior Management Team
- Removal of privileges – rewards should not be removed once earned

Strategies

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. The following strategies are in place in order to foster appropriate behaviour:

- Teaching of good behaviour through PHSCE lessons, where pupils also develop their mediation skills and strategies for conflict resolution
- Pupils are taught the skills of active listening
- Supervision and consistent routines are used to avoid possible inappropriate behaviour
- Staff training / development in behaviour management (e.g. praising adjacent children to demonstrate expectations), including new staff induction and updating governors as required
- Learning Mentor is available to support in relation to friendship issues and behaviour management
- Individual Behaviour Plans and individual reward systems are put in place for pupils needing support in behaving appropriately
- Close liaison with parents and outside agencies is used to support pupils
- Transition arrangements are in place to minimise potential disruption for new classes
- Incidents requiring referral to a senior member of staff (serious incidents causing physical and/or emotional harm) are recorded
- Most class teachers have an incident book to record incidents and spot patterns in behaviour (e.g. aggressive, discriminatory, bullying).
- The Headteacher will use the online CPOMS system to review recorded incidents on a regular basis with the class teacher/learning mentor, in order to identify any emerging patterns, which may require further actions. Any concerns would be reported to the Governing Body
- Use of evidence based approaches to meet underlying needs e.g. Targeted SEAL

Care and Control

As endorsed in the behaviour policy, staffs consistently use positive strategies to manage behaviour. In a situation where any physical intervention is needed to enable staff to manage behaviour the Care and Control policy will be adhered to.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. In the case of a permanent exclusion the head teacher should also notify the Area Inclusion Partnership so they can both ensure there is no alternative they can suggest and also so they can ensure swift integration into a locality provision, pupil referral unit, or equivalent provision.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Related Policies

Anti-Bullying Policy

Equal Opportunities Policy

Care and Control Policy