

TRIANGLE C of E PRIMARY SCHOOL

BEHAVIOUR POLICY

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Triangle School provides your child with a challenging and stimulating education in which enthusiasm and achievement are strongly encouraged in keeping with its Christian foundation. We nurture attitudes of respect and care in surroundings where every child can be happy, become confident and grow in independence.

INTRODUCTION

All members of staff at Triangle School acknowledge their collective responsibility and commitment to the school, pupils and parents in promoting good behaviour.

AIMS

To develop self-discipline in pupils by cultivating an acceptance and recognition of their responsibility as citizens for their own decisions and actions and the consequences of these.

To create conditions for an orderly community where effective teaching and learning can take place based on mutual respect.

To provide opportunities for each child to build on their self-esteem.

PARTNERSHIP WITH PARENTS

The school strives to develop a real partnership with parents in which parents not only send their child to school, but also encourage them to behave well when they are there.

Positive and constructive comments about children’s work and behaviour are passed on to parents through regular contact in reading records, exercise books, informal contacts and formal parents meetings.

When problems arise parents will be involved at an early stage. The aim is to reach agreement about the problem and what should be done about it.

A Home/School Contract is sent to parents and renewed the beginning of each key stage.

STAFF

All staff should hold high expectations of pupils and define clearly the boundaries of acceptable and unacceptable behaviour. This should be confirmed calmly, firmly, unequivocally and immediately.

Any discipline problems are dealt with where they happen and at the lowest possible level.

High standards of behaviour are encouraged by the use of Circle Time. These times will be decided at the discretion of the teacher.

Expectations are defined clearly in the school rules and staff bring these frequently to the attention of the children, verbally and by example.

INCENTIVES

Incentives are used to encourage responsible behaviour and whenever possible responsible behaviour is rewarded.

Incentives include:

- non-verbal approval by means of eye contact and smiling;
- words of praise to the child;
- a positive word to the parents;
- house points;
- stickers or smiley stamps;
- certificates for work of high standard presented in assembly;

- teacher's own class systems (e.g. 'Golden Time', Dojos etc).

It is made clear to pupils that bad behaviour is a serious offence against the school community which will be dealt with.

Reprimands and punishments are used sparingly and are consistently applied throughout the school in a way which is appropriate to the child and the behaviour exhibited.

SPECIFIC CLASSROOM ORGANISATION

The headteacher and senior management team will inform and liaise with all non-teaching assistants, learning support assistants and lunchtime supervisors. They will be invited to attend staff meetings where relevant.

Teachers should:

- plan and organise their lessons to maintain pupils' interest and minimise opportunities for disruption. Attention must be given to furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well and using humour to create a positive classroom atmosphere;
- model standards of courtesy and co-operation expected from the pupils;
- supervise pupils, be at lessons early to establish good order from the outset of the lesson;
- begin lessons promptly;
- emphasise the importance of academic work;
- praise 'on task' behaviour;
- use praise and positive rewards frequently to celebrate good behaviour.

At the beginning of the year a code of behaviour should be negotiated and agreed with the class which is clear and unambiguous. This code should be displayed on the classroom walls.

SANCTIONS

A verbal reprimand is often all that is required.

Each classroom will run a 'Traffic Light' system that is clearly understood by the children.

In cases of very bad behaviour which disrupts the learning of others, children will be excluded from the classroom and sent to the headteacher or to another classroom.

If necessary pupils can be excluded from free time or, if work has not been completed as a result of bad behaviour, pupils will be asked to complete the work in the classroom **supervised** by the teacher. Children may have a teacher's comment book which is sent home each evening to be read and signed by parents/guardians.

If a child's behaviour becomes a persistent barrier to the education and safety of others, a behaviour plan may be drawn up and shared with the child and his/her parents.

If a pupil persistently behaves badly at lunchtime, then the headteacher will inform the parents, to alert them to the problem. Should the behaviour not improve the pupil will be excluded at lunchtime by letter from the headteacher defining the parents' responsibilities.

The ultimate sanction is exclusion from school which will be used rarely and after following the proper procedures. At an early stage parents will be invited to school to discuss the difficulties, and, when necessary help will be sought from the various support agencies.

BULLYING

The school is absolutely opposed to bullying in all its forms. Bullying is defined as deliberate physical or verbal aggression intended to cause distress. At Triangle School we believe that all children have the right to work and play without fear of violence and intimidation from others.

All staff must be alert to the possibility of bullying, however minor, and take positive and immediate action to stop bullying when it does occur. If small incidents are acted upon, more serious offences can be avoided.

There may be a small number of children whose needs and antagonistic behaviour may not be met through the school support system. The following interventions will be applied to help the child develop less anti-social behaviour:

- all incidents reported as bullying should be reported to the headteacher via the school's CPOMs system;
 - parents will be informed of the child's bullying behaviour;
 - the child may be excluded from playing with others during breaks and lunchtimes for a set period;
 - parents will be asked to come to school to discuss the problem and informed that if any further incidents occur their child may be excluded at lunchtime;
 - in the event of any further incidents additional home/school initiatives and sanctions will be discussed and parents may be asked to take responsibility for their child during break times.
- Further intervention may be sought from the support agencies and in extreme cases the child will be excluded from school for a predetermined period.

EQUAL OPPORTUNITIES

The needs of all pupils will be addressed.

The issues of gender and race, if they arise, will be dealt with in this context.

REVIEW AND EVALUATION

The effectiveness of the policy and positive behaviour strategies is monitored through discussion with all parties involved. In the first instance the policy and strategies will be reviewed annually and amended where necessary.

Each class teacher is responsible for monitoring effectiveness within their own class.

Signed on behalf of Staff Date

Signed on behalf of GovernorsDate