



BEHAVIOUR POLICY

Audience

This behaviour policy has been created by the staff and governing body of Carr Hill Community Primary School to inform pupils, parents and other interested parties as to how Carr Hill manages the behaviour of its pupils.

Rationale

We believe that the achievement of high standards of good behaviour in our school is maintained by the positive relationship all staff in Carr Hill have with our pupils.

These standards are achieved by a consistent, whole school approach to promoting positive behaviour and surrounding our pupils with good adult role models where the inter-relationships of adults working together promote team work, co-operation and support.

We believe that a primary concern of our school (as reflected in the school's educational aims and Statement of Intent) is to raise the self-esteem of our pupils with a view to raising their overall achievement.

The staff of Carr Hill believes that the maintenance of good behaviour is a shared responsibility and should not be the sole responsibility of one or a specific set of staff.

Aims

- We aim to promote good relationships and mutual respect between all staff and pupils
- We will promote high expectations for pupils' academic and social abilities
- We aim for our children to appreciate the fact that they have individual responsibility for their actions and any consequences as a result of those actions
- We will work together in partnership with parents dealing with any pupil's persistent or wholly unacceptable attitude or behaviour
- The school will work as far as possible towards meeting the points/targets identified in the LEA's 'Behaviour Support Plan'.

Classroom Environment

The school is proud of the team-work existing amongst the teaching and non-teaching staff that has been fostered over the last five years. Within this whole school team there is a consistency of approach to the layout and management of classroom organisation.

Features evident in each of our classrooms supporting the positive behaviour due to familiarity and consistency of approach are:

1. Classroom organisation facilitating whole class, group and individual learning with continuity of classroom furniture, ICT workstations and general layout.
2. The promotion of pupils' independence within the classroom through the layout and availability of daily resources.
3. Continuity of daily routine where pupils have a clear indication of 'what's next'.
4. Support to pupils and teachers by other support staff including learning support assistants and learning mentors.

Expectations of pupils of the school

It is right that the pupils have a set of expectations of their school. We have jointly identified the following as points of expectation for pupils and parents in providing stability for good behaviour throughout Carr Hill:

1. Good models of behaviour amongst all members of staff and visitors to the school.
2. The provision of a well balanced curriculum taking into account the individual needs of our pupils and a school emphasis upon the raising of basic skills amongst our pupils.

3. The provision of an interactive and stimulating school environment.
4. Supportive Assessment and feedback of children's work where individual pupil targets are shared for 'next step' achievements.
5. Positive classroom and break-time management where children are familiar with routines, rules and sanctions which promote interpersonal/pastoral relationships outside of the classroom.
6. A whole school caring pastoral system.

Expectations of the school on pupils

Equally it is right for members of staff to have expectations of those pupils in their class. We have identified the following set of pupil expectations:

1. Pupils will attend school regularly and punctually
2. Pupils will support the school's dress code and wear the uniform identified by the governing body in 1998.
3. Pupils will respect their teachers and non-teaching staff and communicate with them civilly and use appropriate non-offensive language and terminology.
4. Pupils will take care of their working environment and show respect in the wider school environment.
5. All pupils will make every attempt to complete and return homework tasks within the time prescribed by their teacher.
6. Our children will have high expectations of their own behaviour and achievements in Carr Hill.

Rewards/Recognition

The staff of Carr Hill believes there must be a positive emphasis on rewards in the balance between rewards and sanctions, both in policy and practice. We believe children achieve more, and become more motivated when they know what is expected of them and have a sense of what their achievements mean to both their teachers/parents as well as to themselves.

The school has various systems to acknowledge good behaviour/attitude. Some of these systems are whole school systems whilst individual teachers are encouraged to adopt their own classroom based reward/recognition systems to acknowledge children's efforts. For example the following are widely seen in our school:

- Praise: Verbal recognition, presentation of stickers/stars/certificates etc.
- Whole school celebration: Each Monday morning the 'Golden Book' recognises individual pupil achievement from the previous week.
- Head Teacher meeting: Pupils are referred to the Head Teacher for good attitude/work and in turn the pupil's parents are informed verbally or in writing.
- Termly and Annual celebration of Achievement with individual rewards and whole class recognition /reward.

Sanctions

We believe children need to have knowledge of how we will deal with inappropriate behaviour or attitudes which are not wholly acceptable and go against the aims of our school. We believe sanctions ought to:

- Make a distinction between minor and more serious offences.
- Are seen as flexible and able to take into consideration the special needs of children
- They discourage the punishment of the whole group if it is an individual offence which is being dealt with
- They do not infringe upon the school's aims and aspirations
- They do not damage pupil/staff relationships and parent/staff co-operation

- Above all they provide an opportunity for the pupils to understand and appreciate what they have done wrong and to work towards making better choices next time

Five Point Behaviour Plan

In Carr Hill we have adopted a 'five point behaviour plan' which clearly sets out the sanctions which will be put into place if a child's attitude or behaviour becomes unacceptable within a lesson. The plan is based upon a stepped approach to allow the pupil to appreciate the degree at which their behaviour is being dealt with:

Step 1 Following a verbal request by the member of staff to change a particular set of negative or disruptive behaviour/attitude etc. a YELLOW card will be issued to the pupil. The pupil will be told the facts of the initial offence and the action needed by the pupil to alter the situation.

Step 2 If within a reasonable period no change of behaviour has taken place the pupil will be issued with a RED card signifying a 'time out' sanction and the need to provide additional support to the pupil to change the behaviour. This support would normally come from the learning mentor or classroom assistant working in that classroom.

Step 3 Following the issue of a RED card any further infringement of the teacher's expectations will be dealt with by the pupil being placed under the responsibility of a senior member of the teaching staff, ie a member of the Senior Management Team.

Step 4 The Deputy Head Teacher will become involved at this stage if the pupil has made no attempt to make progress throughout stages 1 - 3. The pastoral responsibility of the Deputy Head will permit the pupil to receive counselling and to re-trace the steps leading up to the removal from the classroom.

Step 5 This is the final step taken before the child's parent/s are called to school. The pupil is removed from the classroom and taken to the 'restart room' where he/she will be accompanied by a member of staff. They will work in isolation with that designated member of staff identifying the reasons for their removal and setting behaviour change targets for their reintegration into the classroom. Failure at this stage to make any changes will necessitate the Head Teacher calling for the pupil's parent/s to remove them from the premises for the duration of that school day.

Upon their return the pupil will commence their school day in the 'restart room' being supported by the Deputy Head Teacher in identifying those targets set the previous day to allow full integration into the mainstream classroom that the pupil belongs to.

Success Criteria

As a school we would hope that the number of pupils showing challenging behaviour decreases as they move through the Key Stages. Pupils will develop relationships and respect for the teaching and non-teaching staff in Carr Hill as well as having knowledge of the expectations placed upon them by the school's ethos.

We have agreed that the school will be able to judge the effectiveness of its behaviour policy in the following ways:

- Pupils know the expectations placed upon them for their behaviour and attitude whilst in the classroom and during break times.
- Children will know the gradual steps to be taken by the teaching staff in addressing unacceptable behaviour

- Parents are supportive of the school in dealing with any child showing challenging behaviour
- Children accept the seriousness of issuing yellow and red cards in response to negative behaviour
- Pupils respond to and work towards achieving many of the motivational awards and opportunities for recognition which occur throughout the school
- Challenging behaviour incidents diminish in number as children respond to the ethos surrounding them in school and they respond to the motivational factors reinforcing a positive attitude towards their school life.