



Adelaide Primary School Behaviour Policy

November 2016

ETHOS AND VALUES

Adelaide Primary School is an exciting inner-city school that provides a first class educational experience to its children. We aim to ensure all our children are safe, enjoy coming to school, achieve highly and are very well prepared for life in modern Britain. To achieve this, all members of the Adelaide school community are expected to take responsibility and make a valuable contribution. Our core values of respect, equality and effort underpin all aspects of our work.

School policies are reviewed to include racial equality, accessibility, inclusion and equal opportunities for all.

What IMPACT does the policy have on the lives of pupils at Adelaide Primary School with regards to the above statement?

The Governing Body of Adelaide Primary School recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education.

They are particularly keen to support the Headteacher and the staff in giving as many first hand experiences to the children at the school so that their education be rooted in real life learning experiences.

STATEMENT OF COMMON PRINCIPLES

- ❖ All pupils have the right to be educated in a safe and orderly environment. Good order and discipline are essential to the provision of high standards of education. Strong and effective management, working in partnership with teachers, is essential to the establishment and maintenance of acceptable standards of behaviour.
- ❖ Parents and carers have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. We foster consistency between school and parental expectations of behaviour.
- ❖ Governors have a responsibility to support the school in maintaining high standards of discipline.
- ❖ All members of staff are entitled to work in an environment free from violence and disruption.
- ❖ Violent and aggressive behaviour, swearing, sexist and racist attitudes and remarks, and all forms of harassment, including bullying, are unacceptable. Such behaviour must not be tolerated.
- ❖ Early identification of pupils and intervention are essential factors in successful behaviour management.
- ❖ There are times when, despite every effort made by the school, it is necessary to implement the exclusion procedure.

OBJECTIVES

- All children and staff are entitled to an effective Behaviour Policy which guarantees their rights
- All parents and pupils will sign, and then support the Home School Agreement.
- We will celebrate good behaviour with the whole school during assemblies.
- We will encourage orderly movement around the school
- We will monitor and review the systematic procedures for dealing with disruptive pupils which incorporate the LA guide lines
- We will encourage positive attitudes to adults both in school and the local community
- We will ensure early intervention where there is poor behaviour or unexplained absence , so it is clear that these will not be tolerated
- We will monitor and evaluate anti-bullying procedures on a regular basis.
- To keep rules to a minimum and emphasise the positive. The main rule being:

'It is my responsibility to be in the right place, at the right time doing the right thing.'

The three key words that underpin the ethos of the school and the Behaviour and Anti-Bullying Policies are **RESPECT, EQUALITY and EFFORT**

RESPONSIBILITIES

The Leadership team will support and advise staff and ensure that the Behaviour Policy is reviewed regularly.

All staff will deal with behaviour in a calm and **Restorative** manner. **All** staff will follow the Behaviour Policy and reinforce the school rules whenever and wherever necessary. Good behaviour around the school and in the classroom will be praised and brought to other children's attention in the Citizenship/Effort assembly each **Wednesday** where the school has an opportunity to reflect on achievements from the previous week. Positive rewards for good citizenship and behaviour will involve the use of stamps, stickers, certificates and phone calls home. Parents should be informed when their child has behaved particularly well.

All classrooms will have the class rules clearly displayed, as well as the Behaviour Board which teachers will refer to when dealing with behavioural problems. Staff will follow the sanctions structure agreed at each review meeting. Appropriate behaviours will be reinforced in whole school assemblies, during class assemblies and during Restorative Circles.

Children will be expected to take responsibility for the care of their classroom and staff should allocate duties accordingly.

SANCTIONS IN SCHOOL

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and within the context of positive re- enforcement of good behaviour.

Each lesson during the day signals a **new** start and a chance to improve.

Sanctions:

- Verbal warning
- Time out in the classroom
- Time-out in partner classroom, which maybe The Phase Leader
- Time out with Headteacher

In cases where children are sent to the Headteacher on a regular basis, further steps, sanctions, renewed contracts and support will be offered. This may include a Restorative Circle meeting with pupil and parents and or support from external agencies.

Punishments that are humiliating or degrading will not be tolerated.
The use of sarcasm will not be tolerated.

Key Stage 1 Children who are out of class with permission must carry or wear a band.

For children with challenging behaviour, the class teacher and SENCO will provide an IBP and parent support will again be requested.

New parents will be informed of the Behaviour Policy at each admission meeting, and will be asked to sign up to the Home Agreement which is included in the information booklet given out at this meeting.

Staff on duty at playtimes will follow up on any behaviour problems. These should be passed on to the class teacher at the end of playtime and appropriate action to resolve the situation taken.

Lunchtime supervisors will use the incident sheets and report to Miss Musgrave, senior supervisor, at the end of each lunchtime session. Severe problems will be reported to and dealt with by the head or deputy-head.

Children will be rewarded for good behaviour and will be allowed to attend lunch-time activities. Children are regularly reminded of the consequences if they choose to misbehave during the school day.

RECORDING AND REPORTING

Inappropriate behaviour will be recorded by class teachers and shared with parents.

Persistent poor behaviour will be targeted, and outcomes recorded in behaviour books or on IEPs.

RESOURCES

Good behaviours will be celebrated with

- ❖ stamps/stickers/certificates/team points/letters home
- ❖ Merit stickers/good work stickers/playground behaviour certificates etc.

Poor behaviours will be communicated to parents

- ❖ By personal contact
- ❖ Phone calls and letters home

STAFF DEVELOPMENT

Discipline will remain a high priority and procedures will be reviewed at the beginning of each term.

Staff will be given a copy of LA guidelines on dealing with and or restraining disruptive pupils.