

BEHAVIOUR POLICY

INTRODUCTION

This policy is the result of collaboration between all who are involved with Collis School. Following consultation with children, teachers, parents, non-teaching staff and governors, it was decided to formalise our school ethos into this Behaviour Policy.

This policy is in line with the school's Equal Opportunities Policy and takes due regard of all members of the community regardless of ability, race, creed, age and gender. It was reviewed in 2007 and forms part of the school's PSHE and Citizenship Policy. Racism and Bullying, which are regarded by the school as serious forms of unacceptable behaviour, are dealt with separately within that policy and, where appropriate, cross-referencing is made between all these policies to ensure a consistent approach in the way the school deals with these issues.

AIMS

- To make clear the boundaries of what is acceptable behaviour
- To set out a hierarchy of sanctions and the arrangements for applying them consistent and fairly
- To have a linked system of rewards to promote good behaviour
- To promote respect for others, in line with the school's PSHE&C Policy
- To promote the importance of self-discipline, proper regard for authority among pupils and the difference between right and wrong
- To provide support and guidance for pupils and staff
- To ensure a secure, relaxed and happy environment is valued and can be further developed
- To enhance children's learning

WHAT IS GOOD BEHAVIOUR?

Good behaviour is behaviour that leads to a caring attitude towards others and the environment. It also reinforces the interdependence of relationships.

Good behaviour is developed through a whole school approach by discussion and the promotion of positive behaviour.

The qualities we wish to promote are those consistent with our concept of 'good behaviour' for all involved with Collis School.

Thus, 'good behaviour' is considered to be:

Politeness	Valuing others' opinions
Fairness	Listening to others
Thoughtfulness	Patience
Consideration for others' feelings	Sharing
Generosity	Honesty – truthfulness
Sympathy	Self-awareness – reflection
Self-confidence	Loyalty
Knowledge of what is appropriate	Courage
Sensitivity	Consistency
Co-operation	Supportive
Helpfulness	Tolerance

Environments that are most effective in promoting good behaviour and improving self-image are those in which:

- children perceive a sense of warmth;
- children are offered security which allows them to develop and try new things without an overriding concern about failure;
- children are respected as individuals;
- children's ideas and initiatives are encouraged;
- children recognise that there are clear and definite boundaries within the environment;
- rules and standards are reasonably and consistently enforced;
- all children are offered the best chance to succeed.

SELF-ESTEEM

Children begin to form their self images at a very young age and provision of positive, successful experiences will enhance the formation of a positive self image and help to promote good behaviour.

I give my best when I:

- feel comfortable with myself;
- feel good about myself;
- am valued;
- am positive;
- am self-confident;
- am listened to.

I need:

- to be self-motivated;
- to accept sensitive, constructive criticism;
- self-discipline;
- to respect differences;
- to be open minded;
- to have the courage of my convictions;
- to be tolerant;
- to be respected and be willing to respect others;
- to treat others as I would like to be treated.

Developing a child's self-esteem is a lengthy process that requires consistency and a conscious effort every day to provide activities and opportunities to help the child develop positive attitudes.

STRATEGIES FOR REINFORCING 'GOOD BEHAVIOUR'

- **The staff recognise that they have overall responsibility for the promotion of good behaviour by all children within the school.**
- **Collis Rules and Responsibilities are made accessible to parents, staff and pupils.**
- **Class rules are clearly displayed and updated through regular discussions with pupils.**
- **Provision is made for PSHE and Citizenship assemblies.**
- **Promoting good role models; show care, politeness, respect and honesty.**
- **Good behaviour is recognised, discussed and rewarded appropriately.**
- **Timetabled PSHE lessons and circle time are used to promote good behaviour.**
- **Social and Emotional aspects of learning (SEAL's) – a whole school approach – introduced Sept 2007.**
- **Courtesy week (held every 2/3 years)**

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

In all our dealings with children it is vital that a reasonable and consistent approach is adopted.

This is particularly important when dealing with behavioural matters. Children must receive clear messages about what is expected of them and what is acceptable. The responses to any behaviour must be consistent.

The following sections identify specific strategies for dealing with behaviour, however there are some general principles which apply to all incidents and these are outlined below:

- Whole school approach to rewards and sanctions.
- The aim is to deal constructively with the unwanted behaviour.
- Children must be made aware of exactly what it is that is unacceptable and why this is so.
- Reference should be made to school and class rules, where necessary.
- All children should be given the opportunity to talk about/write about any incidents and to talk about their feelings.

- Serious incidents, or those occurring regularly, should be made known to the class teacher and recorded on the child's record sheet.
- Where necessary, parents should be informed and invited in to discuss the situation.

UNACCEPTABLE BEHAVIOUR

AFTER BEHAVIOUR OCCURS – how can we deal constructively with the unwanted behaviour?

- Give a private reprimand if possible.
- Be firm but fair.
- All adults involved should maintain a calm approach.
- Verbally reason and explain – give time for thought and re-evaluate the situation with the child(ren).
- Teacher intervention. Hand over responsibility to the pupils.
- Define cooperative behaviour or appropriate language.
- Set small, achievable targets.
- Restructure groups or activities to provide a positive situation.
- Initiate home/school links, e.g. a diary, if behaviour or language is consistently repeated.
- Make children responsible for replacing any damaged or lost resources, if appropriate.
- Children to be actively involved in rectifying the situation, if appropriate.

PROCEDURES FOR DEALING WITH SERIOUS OR REGULAR INCIDENTS – LINE MANAGEMENT

Most incidents of unacceptable behaviour, which occur during the school day, will be minor and will be dealt with by the class teacher, using the strategies and responses outlined in earlier sections of this policy. Similarly, all adults involved in the school community will adopt those approaches and inform the class teacher.

There may be occasions when an incident is of a more serious nature, or when minor incidents are occurring regularly. At this stage a line management procedure comes into operation.

CLASS TEACHER > > > > >> > > > informs PARENTS
 informs:
 INFANT/JUNIOR TEAM LEADERS > > informs PARENTS
 informs:
 HEADTEACHER or DEPUTY > > > > > informs PARENTS
 informs:

Parents should be informed when an incident is serious or is happening on a regular basis. Details of all communications between staff and parents should be noted on the child's record sheet.

Incidents occurring at lunchtime should be dealt with in the following way, and with regard to the strategies already outlined in this policy.

LUNCHTIME INCIDENTS: THE PROCEDURES

- If an incident is judged not to be serious and can be resolved by the School Meals Supervisory Assistant (SMSA), then the incident is reported to the class teacher at the end of lunchtime.
- If the incident is more serious and cannot be resolved by the SMSA:
 - 1 Report incident to teacher on duty or to the Deputy/Headteacher
 - 2 Children can be brought to area outside offices, where teacher on duty or Deputy/Headteacher can deal with them
 - 3 Inform class teacher at end of lunchtime of this action. This is vital for the teacher to consider immediate/future action.

In general, the following sequence will apply when dealing with lunchtime incidents:

SMSA
informs:
TEACHER ON DUTY/ DEPUTY HEAD
informs:
CLASS TEACHER
informs:
INFNAT/JUNIOR TEAM LEADERS
informs:
DEPUTY/HEADTEACHER

REVIEW AND MONITORING OF THE POLICY

This policy will be reviewed and monitored in line with the School Development Plan.

Records of incidents as well as the frequency of events and dialogue with other agencies all aid the monitoring of the policy.

The policy as outlined is an active document and can only work with the full understanding and cooperation of staff, children and parents.

There are often factors in a child's background that the school may not be aware of. If this is the case, parents should at the earliest opportunity seek an appointment to discuss these matters with the class teacher in the first instance, or the Deputy/Headteacher.

Staff are usually available for a brief, urgent appointment before or after school, but please arrange an appointment for a mutually convenient time at a later date.

There will be times after that, at regular consultations, when parents may be called into school. We hope that parents would be able to attend and actively support any aspects of this policy.

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