

THE EDWARD RICHARDSON PRIMARY SCHOOL TETFORD

BEHAVIOUR POLICY

Review, Responsibility & General Information

Policy Category	Curriculum & Delivery
Review Cycle	Biennial
Body determining Review Cycle	Governing Body
Date of Governors meeting when last agreed	3 rd March 2015
Date of last review	10 th February 2015
Term next due for update	Spring Term 2017
Date due for next agreement by Governors	Summer Term 2017
Member of staff responsible for this update	Andrew Hyde
Member of staff to whom queries are directed	Andrew Hyde
Governor responsible for this update	Chairman
Policy on website	Yes
Requirement	Statutory

1. Introduction

1.1 Good behaviour is considered by the school to be of vital importance in our role in the development of responsible members of society. The purpose of this document is to outline our strategies to

- promote such positive behaviour
- discourage less desirable negative behaviour patterns

1.2 All staff involved directly with the children, both teaching and non teaching, share responsibility for the implementation of this document.

2. The Nature of Behaviour

2.1 This covers the ability of each child to conform to the normal standards expected of our school society, which reflects those of the wider society beyond. These standards are exemplified by a respect for:

- other individuals and their right to feel happy and safe in the school at all times
- the property of the school and other individuals

The school views this particular area as being of paramount importance. Children enter and leave school with a variety of abilities but all should leave with an ability and desire to behave responsibly.

2.2 This area is crucial to the development each individual child and also to the development of the whole school as a happy and caring establishment.

3. Entitlement

3.1 All children should develop positive attitudes towards behaviour and are entitled to know and recognise the demands and expectations which will be made of them by society as a whole.

4. Implementation

4.1 The children will be introduced to the basic ideas of what is acceptable and what is not through the use of:

- assembly themes
- class teacher input and support
- appropriate response to individual incidents as they occur

The children will be expected to learn from their own mistakes and those of others. Good behaviour will be positively reinforced (see Rewards Policy). This philosophy is the cornerstone of our policy. It is far better to reward what you aim to achieve than to be critical what you do not. Unacceptable behaviour will, however, be dealt with using set sanctions.

- Removal of privilege
- Insisting upon an appropriate apology
- Use of a 'Warnings Book' (one in each classroom and one with Midday Supervisor)
- Putting a child 'On Report' where a specific behaviour is monitored and noted for a set period
- Putting a child 'On Headteacher Report' (as above but done with the headteacher)
- The latter two will result in a written report which will be filed and made available for parental consultations

4.2 Expectations will be made clear through school rules, on display around the school.

4.3 The 'Home School Agreement' is published on the school website.

4.4 Where the behaviour of a child frequently falls below the accepted norm the child may be deemed to have a Special Educational Need (a learning difficulty relating to the learning of an acceptable behaviour pattern). As with all Special Educational Needs the parents will be consulted and their help and support encouraged.

4.5 Children who have a Special Educational Need which is behaviour related will be put on to a special programme of support. In the first instance these will be internal and coordinated by the Headteacher and the Special Needs Coordinator. If concerns remain reference may be made, with parental consent, to external agencies.

4.6 Special Educational Needs records will be completed as appropriate. Although the needs of these individuals will be considered their behaviour will not be accepted if it constitutes a danger to other children or to staff.

4.7 If an individual gives specific cause for concern this will be raised with the Headteacher or Special Educational Needs Coordinator.

4.8 All children will be expected to show acceptable patterns of behaviour irrespective of age, gender or ability.

4.9 A log will be kept of 'serious' incidents (in the Headteacher's office). This will allow children's behaviour to be tracked through time and also shows the children that the event is being viewed as significant.

4.10 Where a child is on the Special Educational Needs Register an individual log may be kept. This may be shared with parents.

4.11 Any breach of the E-Safety Policy or Acceptable Use Policy for ICT will be dealt with in accordance with this policy.

4.12 Parental support may be enlisted via regular contact with the school. This may be relatively informal but may become more formal with time.

4.13 All contact with parents, whilst having to address the negative side of their child's behaviour, will endeavour to find positive signs upon which to build.

4.14 The *Governors* will support the head and school in these issues when considered appropriate.