

**Premnay School**

**Behaviour Policy**



## **Behaviour Policy**

Good behaviour is essential and pre requisite for good learning. At Premnay Primary School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential.

The Vision, Values and Aims for our school underpins all the work we do:

### **What we value:**

***Respect    Fairness    Responsibility    Working Together***

### **Our Aims:**

*To respect and take care of each other, our community and the environment*

*To work together to support and encourage one another*

*To treat each other fairly; recognising and valuing our differences*

*To make learning fun and challenging*

*To enjoy learning and work hard to achieve our best*

*To be proud of, and celebrate what we achieve*

*To be honest, fair and promote excellent behaviour*

### **Code of Conduct**

Be Kind

Be Honest

Be Safe

Be Fair

Be Responsible



**The aims of the policy are to –**

- Promote our Vision Value and Aims
- Develop an active whole-school approach that encourages high standards of behaviour
- Promote a safe, secure and organised working environment that is conducive to learning
- Promote partnership working with parents, carers and the community
- Ensuring our policy is inclusive for all

**As a school we will do this through-**

- Consistent use of verbal praise
- Promotion of self-regulation and restorative practice to develop responsible citizens
- A clear rewards and sanctions system
- A shared understanding of expectations

**Behaviours we promote and like to see in our school:**

- Doing our best
- Being polite and helpful
- Respecting yourself and others
- Being organised and punctual
- Taking care of others and doing our best at all times
- Taking responsibility for actions
- Treat everybody as you would like to be treated yourself. Being friendly, kind and considerate to others helps make our school a happy place to be.

**General School/Class Golden Rules**

- Do listen when others are speaking
- Do follow instructions the first time they are given
- Do be polite
- Do look after property
- Do be kind and helpful
- Do be gentle

*Each session and at timely points in the year, teachers should investigate and adapt these generic rules to suit the needs of the classroom environment.*

*This is done as part of the HWB and RME programme in place in school (these reflect behaviours and aspects of learning in school).*

**School Rewards**

- Use of verbal praise, stickers
- Voucher points (leading to Bronze, Silver, Gold and Platinum Rewards)
- House points for rewards (bronze 5, silver 10, gold 15, platinum 25), positive lunch and playtime behaviour). At the end of the session the winning House is presented with a certificate and 'privileged' afternoon.
- Star pupils – given weekly for exceptional effort, achievement
- Excellent work wall – for in and out of school achievements

## **Staged School Sanctions**

In class the following sanctions may be used-

1. Eye contact
2. Verbal warning
3. Moved seat/time out of activity/time out of class (whichever is appropriate) in addition, behaviour recorded and signed by pupil
4. Consistent and continued behaviour- parents contacted

At playtime the following sanctions may be used-

1. 2 verbal warnings
2. Time out of normal playground activity
3. If unwanted behaviour continues, behaviour is recorded on incident behaviour sheet and signed by pupil
4. Reflection time and note home
5. Consistent and continued behaviour- parents contacted

*At all times, to support children to be more responsible for behaviour, restorative practice approaches will be used to help children resolve differences and accept responsibility (scripts can be used to help pupils).*

Misdemeanours and unwanted behaviour is monitored by HT if this is persistent parents are invited to discuss this further.

For serious or recurring negative behaviours restorative conversations may result in pupil/adult agreeing appropriate sanctions.

At times different approaches may be needed for individual pupils to allow all children to have realistic success in behaving well. In some circumstances it may be necessary for pupils to follow an individualised programme to support positive behaviour within the school. This is agreed in partnership with the pupil/parents/school staff.

## **Bullying**

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is not bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is not bullying. Sustained victimisation is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such

behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents.

### **Restorative Approach to Bullying Behaviour**

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse. Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

### **Exclusion**

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply.

### **Partnerships**

Although the school has a critical role to play in promoting positive behaviour, partnership between school, parents, community and outside agencies is key to success. Good communication between all parties is always important. Premnay Primary accepts that children presenting challenging behaviour do so for various reasons and the school addresses these issues through a joint working approach with other agencies.