

Behaviour Policy



Date: January 2018

Review: September 2019

Our policy is based on the principle that children and adults make choices about their behaviour. It is accepted that all behaviour is communication and therefore we need to communicate expectations through a positive teaching and learning environment. Here at Old Park positive behaviour is recognised and we consistently reward children who are choosing the right behaviour.

Our Aims

- For children and staff to have high self-esteem, to feel good about themselves and to have pride in the school.
- For children to be able to regulate their behaviour so they can make better choices.
- To provide a happy environment which allows children to learn and teachers to teach.
- To recognise and appreciate progress and success in academic and social behaviour.
- To build upon the good relationships between staff, children, families and outside agencies.
- To enrich the social, emotional and sensory behaviour of all our pupils
- To have high expectations for everyone involved in our school - our motto is 'Reaching for success'

Ethos

Our children bring to school a wide variety of behaviour patterns based on difference in life experiences, home values, attitudes and parenting skills. At school we encourage children to make the right choices, accepting the consequences of their own actions. Children are also taught the importance of honesty, responsibility, respect and consideration to all and the school environment.

At Old Park we recognise positive behaviour and challenge inappropriate behaviour effectively using skills and strategies that protect the dignity of the teacher and the student. It is the ethos of the school that promotes good behaviour as we endeavour to build trust and maintain children's motivation.

The Rights and Responsibilities of the adult

The adults at Old Park have an important responsibility to model high standards of behaviour, both in their dealings with the children and with one another, as they are an important role model for the children by

- Creating a positive climate with high but realistic expectations.
- Emphasising the importance of being valued as an individual.
- Providing a caring and effective learning environment where children can flourish.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Ensuring fair treatment for all regardless of age, gender, race, religious beliefs, ability and disability.
- Showing appreciation of the effort and contributions of all. Use the agreed script to reinforce positive behaviour
- Keeping the family informed through letter or conversations when required.
- Remembering each day is a new day.

The Rights and Responsibilities of the pupil

At Old Park, the children have an important responsibility to model high standards of behaviour and respect towards all members of the school community by:

- Developing self-discipline and self-control
- Developing life skills and strategies
- Cooperating and showing consideration to all

The Rights and Responsibilities of the family

At Old Park, the family encountered by all have an important responsibility to support and work in partnership with the school by:

- Working in partnership with the school to implement agreed strategies.
- Supporting the school with specific behavioural management agreements.
- Ensure children arrive at school on time, ready to learn with a positive attitude

Rules, Rewards and Procedures

School Rules

<ul style="list-style-type: none"><input type="checkbox"/> TO FOLLOW INSTRUCTIONS<input type="checkbox"/> TO HAVE KIND FEET, HANDS AND MOUTHS<input type="checkbox"/> TO CALL EVERYONE BY THEIR CORRECT NAME
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Rewards

We believe that positive praise is the most effective way of rewarding effort and appropriate behaviour. Children love to receive praise from others as well as their class teacher. A reward system rather than punitive sanctions will be used to promote positive behaviour. Here are some of our rewards.

School Based	Class Based	Lunchtime
<ul style="list-style-type: none">• Verbal praisingStickers Star of the weekSafari rewardIntegrity awardY1 - Y3 - money pouchesY4 - Y6 - stamps	<ul style="list-style-type: none"><input type="checkbox"/> Class points<input type="checkbox"/> Table points<input type="checkbox"/> Half termly rewards for children consistently on track<input type="checkbox"/> Class treats<input type="checkbox"/> Year group treat<input type="checkbox"/> Notes home<input type="checkbox"/> Phone call home<input type="checkbox"/> Weekly reward time<input type="checkbox"/> Additional playtime<input type="checkbox"/> AttendanceRainbow Awards	<ul style="list-style-type: none"><input type="checkbox"/> Delightful Diners<input type="checkbox"/> Lunchtime certificates<input type="checkbox"/> Special activities<input type="checkbox"/> Picnics<input type="checkbox"/> Captain's Table

Procedures

Missing Child

- Check last known whereabouts of the child and conduct a search of the immediate surroundings.
- If a child leaves the school premises keep eyesight of the child and report into school when you are able to.
- If the child's whereabouts are unknown a call needs to be made to the family and to the police on 101
You will be asked the following: Name of child, Address, DOB, Clothing, Height, Hair Colour, State of mind, Where they were last seen/ heading towards, Where they could be going.
- The Child will need to be returned to school with the family for a meeting with school staff.

Bumble Bee Procedure

When an area needs to be evacuated, the following procedure should be followed:

- The word **Bumble Bee** will be the key word for the adult to signal the children that they need to leave and go to their agreed meeting point. The class teacher will ensure that the children and all adults are clear about this procedure.
- A telephone call is to be made or the Bumble Bee Card is to be sent to Safari to alert them that you need immediate support.

Management of the Actual and Potential Aggression (MAPA)

Our school adheres to training procedures of MAPA.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, religious beliefs, sensory or physical impairment, social class or lifestyle.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Searching and confiscation

All staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Exclusions

Where necessary, fixed term external exclusions will be authorised by the Head Teacher and an agreed return to school meeting held with the Inclusion Manager prior to the child's return.

The Inclusion Centre 'Safari'

At Old Park Primary we recognise the individual needs of all our pupils and offer a diverse range of programmes to support them. Our Inclusion Centre 'Safari' has a dedicated team offering a wide range of skills to support children and families across the school. Staff are able to access advice and support where needed.

The Lunch Time Team

At Old Park primary we have a dedicated team of lunchtime supervisors who work in partnership with class teachers and TA's to ensure each child's individual needs are met. If a child experiences a problem the lunchtime supervisor will help the child to find a solution by acting as mediator. The lunchtime supervisors encourage children to resolve issues within the lunchtime break in order to begin the afternoon sessions positively.

Reviewed: January 18 by Governing Body

Next review due Autumn 2019