

Madresfield CE Primary School

Behaviour policy

This policy should be read in conjunction with our Child Protection/Safeguarding Policy

May 2015 - To be reviewed –May 2017

School focus

Madresfield is a small school where all the staff, both teaching and non-teaching, know all the pupils. The school is known for its purposeful and friendly atmosphere. Children joining the school soon gain an understanding of the ethos and behave accordingly. We **firmly** believe that rewarding positive behaviour is the key to promoting good behaviour. Formal rules are few but discipline is firm and well established. We believe that each child should learn self-discipline and respect for each other.

Reward system

Children are continually praised throughout the week for “making the right choices” Each Friday, the school community joins together to celebrate the week. At this weekly celebration there are a variety of awards presented covering all aspects of school life including academic and social achievements.

Awards presented each week are

Star of the Week– one child per year group who receives a metal ‘star’ badge to wear throughout the week. They are nominated because of their academic progress, social awareness and, outstanding learning behaviours. They are awarded with a ‘hot chocolate and biscuit’ celebration with Mrs. Greenwood.

Reader of the week – is awarded to at least one child in each year group based on their outstanding attitude to reading both in the classroom and at home. Children receive a ‘reading token’ and are able to collect then exchange 3 tokens for a new book of their choice which they can keep.

Courtesy Award – is awarded by any adult (or indeed child recommended) to a child who has shown exceptional manners or helpfulness throughout the week. They receive a laminated Courtesy Award Card to keep and share with parents. There is no limit to the number of children who receive a Courtesy Award each week.

A Celebrating Achievement board outside the school hall reinforces these messages throughout the week.

Additional rewards are also used as appropriate

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Sanctions

All staff emphasise their disappointment at a decline in good behaviour. We point out what is the appropriate behaviour and ask for an apology*. When cases of poor behaviour occur they are taken very seriously. If the inappropriate behaviour continues the child is referred to the Headteacher. The Headteacher may record the misdemeanour in her ‘red book’. If necessary, she will then consult with parents.

Lunchtime supervisors have a behaviour diary which is shared with the Headteacher each Friday lunchtime. If a child’s inappropriate behaviour is recorded more than once in a week or there is a particularly serious incident the Headteacher will speak to that child that afternoon.

Obviously if it is deemed appropriate for a sanction to be used, the teacher concerned will use his or her professional judgement as to the most appropriate course of action. This may include:

- Missing a break time/lunchtime play
- Moving to another place in school to work
- Giving a verbal apology
- Writing an apology (Years 1 – 6)
- Talking to a parent/guardian
- Loss of a privilege/monitor badge
- Use of a home/school liaison book/diary/chart to encourage and reinforce good behaviour
- Having to report to the Deputy Headteacher or Headteacher on a daily basis

Class 1 use a Zone Board to enable our youngest children to understand the meaning of boundaries. It acts as a visual reminder of the appropriateness of behaviours.

Very rarely, the Headteacher will make a decision to exclude a child on a short term basis. This is done as part of a range of strategies in consultation with parents. The rationale for exclusion is to ensure a safe environment for the school community in addition to giving the child time away from school to reflect on their behaviours.

In exceptional cases, it may become necessary to permanently exclude a child. This action will only be taken if the Headteacher, in consultation with the Governing Body believes that the child poses a risk to the safety and security of members of the school community.

Outside agencies

Where the school’s approach to modifying a child’s behaviour is unsuccessful, the County Psychological service and/or behaviour support team will be contacted and their professional help enlisted. It is likely that in this instance, a child will be on the Special Needs Register and may have an IBP (Individual Behaviour Plan)

* staff ensure that children throughout the school understand the meaning of the word ‘sorry’ and reinforce that use of the word needs to be followed by a change in behaviour.