

# **AMOTHERBY COMMUNITY PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

### **AIMS**

- Ensure all children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of the school community.
- Ensure all children show respect for each other and their property, the staff and the school community.
- All members of the school community are expected to behave in a considerate way towards others.
- All children are treated fairly and this behaviour policy is applied in a consistent way.
- Create a safe, happy and productive working atmosphere.
- Provide a common code of conduct which is clearly understood by staff, children, parents and visitors.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- Provide opportunities to communicate with parents and carers on a regular basis.
- Support children who may find it difficult to follow the '*Code of Conduct*'.
- Support staff who may experience difficulties with particular children or groups of children.

### **GUIDELINES**

- A '*Code of Conduct*' consisting of a set of simple, short school rules will be produced and displayed in every learning area. It will be the responsibility of the class teacher and teaching assistants to discuss and reinforce these with the children; supported by assemblies and other initiatives such as SEAL (Social & Emotional Aspects of Learning), school buddies, School Council meetings and all other adults working in the school.

- It will be the responsibility of the Headteacher and teachers to explain the '*Code of Conduct*' to new teachers and parents of new entrants and children admitted mid-year as appropriate.
- Working together the class teacher and children will develop a class agreement setting out clear expectations of behaviour.
- Systems of rewarding positive behaviour and effort will be developed, though these may differ in detail from class to class.
- Children achieving high standards of work and behaviour (at their own level) should be referred to other members of staff for praise (with clear indication from the class teacher indicating the child's achievement), these may be highlighted in assemblies.
- Learning experiences and tasks should, as far as is possible, be matched to individual children's ability and temperament.
- Children will be given an initial verbal reprimand if they are exhibiting inappropriate behaviours; this may then lead to the child being withdrawn from an activity or group within the classroom. Children should not be isolated for poor behaviour without supervision.
- Details of children who persistently offend should be recorded and referred to the Headteacher. Parents and Carers may then be invited to school to discuss the problems.
- In exceptional cases, at the discretion of the Headteacher, a child may be excluded.

## **CODE OF CONDUCT**

### **Our expectations for behaviour are:**

- To be polite and respectful to others.
- Take care of our school, (Children are expected to keep the school clean and tidy so that it is a welcoming place we can be proud of. Looking after all resources) and others' belongings.
- Good standards of behaviour are expected in all activities at all times.
- Be kind and considerate to others at all times.
- Speak quietly and politely to everyone.
- Move **gently** and **quietly** about the school. (This means never running, barging or shouting but being ready to help by opening doors, standing **back** to let people pass and helping to carry things).

- The children must listen attentively to teachers, visitors, adults working with them and to each other.
- The children must follow instructions to the best of their ability.
- Treat others as we would like to be treated ourselves
- Each class will have its own rules to promote good behaviour and a positive working environment.

### **REWARDS FOR PUPILS**

- Praise and encouragement in lessons is used as much as possible.
- Pupils' work is displayed in the classroom and around the school.
- Individual teachers develop strategies to promote good behaviour and each class operates its own system of rewards to praise children.
- If a pupil has made an exceptional effort or has produced work of outstanding quality he / she may be referred to the Headteacher or another member of staff.
- Good behaviour and acts of kindness may be shared at assembly times.

### **SANCTIONS AND ACTIONS**

The following outlines the school's system of dealing with behaviour problems, particularly reoccurring ones:

- Speak to child about their behaviour.  
Reinforce rules / positive behaviour.  
(In line with the class agreement) } *at the discretion of the class teacher*  
  
*no improvement*
- The removal of a privilege. } *at the discretion of the class teacher*  
  
*no improvement*
- Referral to Deputy Head for persistent behaviour problems when classroom strategies have proved unsuccessful. A monitoring system may need to be set up and parents informed. The child may also be placed on the special needs register *if deemed necessary and support will be sought from the EMS for behaviour.*  
  
*no improvement*
- Referral to the Headteacher when deemed necessary.
- In the first instance an internal exclusion may be given and parents informed. A

Temporary exclusion may be given or the child may be asked to arrive later at school, or be excluded during the lunch hour if behaviours are found to be related to these times. A full exclusion may be given by Headteacher as a result of a child's behaviour. Only the Headteacher has the right to exclude a child from school for their behaviour and will follow the guidelines set out by the DfE and follow the procedures laid down by NYCC.

Review November 2014

