

BEHAVIOUR POLICY

Why do we need a Behaviour Policy?

The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

We aim to enable pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual

What are the principals of a Behaviour Policy?

- To raise pupils' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive pro-active, reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community

How do we implement our Behaviour Policy?

1. School ethos
2. Expectations of the school community
3. Curriculum
4. School systems
5. Rewards
6. Sanctions
7. Support systems for Individual Pupil Need
8. Support systems for Staff
9. Support system for Parents/Carers

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life and modeling good social behaviour from all adults within the school community.

Curriculum

At this school, through our curriculum, we teach pupils the above-mentioned principles.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

School Systems

These expectations cover all aspects of school life, including lunchtimes.

- To be responsible for their actions
- To be polite and treat others and their property with respect
- To be tolerant of others, irrespective of race, gender, religion and age
- To resolve problems in a non-confrontational manner
- To take care of the school environment
- To work to the best of their ability
- To be properly equipped for all school work and activities

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise
- Class reward systems (i.e. stars)
- Stickers, certificates, credits, merits, prizes
- Special privileges
- End of week/term/annual rewards
- Letters to parents/carers
- Weekly contact with parents/carers by telephone
- Peer praise/awards

Physical Restraint

Whilst we believe that what we have in place at the Country Classroom is sufficient to de-escalate potential situations where physical restraint may be necessary, it is sometimes regrettable that a physical restraint has to take place. R L Davison and the staff have had instruction on de-escalation and positive handling following the Team-Teach model. Any physical restraint carried out by a member of staff at the Country Classroom will be recorded in the Physical Restraint record book, parents and the students registered school will be informed.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as this breeds resentment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is sanctioned

We divide unacceptable behaviour into three broad bands:

- Level 1: Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, (individual school sanction system, i.e. swearing, sexualised language – removal of privileges or removal of stars).
- Level 2: More serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour, i.e. bullying, theft – removal of privileges, stars, short-term exclusion. At this point Country Classroom may involve parents.
- Level 3: Very serious misbehaviour or persistent Level 2 behaviour, i.e. smoking, assault on student/staff member or animals – ultimate sanction is removal from provision. Formal involvement with the proprietor and parents and Headteacher at other provision. Additionally Education Welfare and/or other outside agencies.

Support Systems for Individual Pupil Need

If there is a persistent problem, the Country Classroom will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this.

This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers, (i.e. nurture room, positive play, circle of friends, peer buddies/mentors, etc.)

Support Systems for Staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school Safeguarding Policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school.

Support Systems for Parents/Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, including pupils, parents and school staff.

This document is freely available to the entire school community.