



Charmouth Primary School

Behaviour for Learning Policy

Behaviour for Learning Policy

Rationale

Good discipline is an essential prerequisite for good learning. No matter the extent or nature of indiscipline, it is a barrier to learning and teaching. At Charmouth 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.

Providing this good learning environment is an important pre condition for children attaining the highest possible levels of attainment. Every child is therefore asked to conform to the rules of the school and parents are kept closely informed so that they can support the systems in use. This policy is based on promoting the use of praise and celebration.

Key Features of Promoting Positive Behaviour

- Positive atmosphere based on a sense of community and shared values.
- Effective support and leadership from the Headteacher and senior management.
- An appropriate and effectively delivered curriculum for all children.
- The promotion of mutual respect, self discipline and social responsibility.
- All young people have the right to expect that they can fulfil their ambition through inclusion in education, training and employment.
- Schools and other organisations / agencies have a responsibility to assist young people to achieve their full potential.
- Young people and their families need to participate in finding solutions to problems in conjunction with relevant agencies.

Aims

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.

- We aim to involve staff and children in determining school and classroom promises.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children to realise that they each have a part to play in the life of the school.
- We aim to foster a more positive attitude to learning in children by recognising and regularly rewarding good work, good attitudes and behaviour.
- We aim to encourage excellence in children's performance and behaviour by praising pupil achievement and attainment in all their experiences.
- We aim to give children a clear but concise statement of rewards and consequences related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

Importance of a Quality Learning Environment.

Children are much more likely to behave well if school is a positive and worthwhile experience. At Charmouth Primary School, we will give the children the best education possible and make learning as much fun as possible. We will create a supportive, creative learning environment where children:

- respect school staff.
- respect their peers.
- are keen to learn and ready to listen.
- follow the rules and behave well.

We will do our best to ensure that the quality of learning and teaching is of the highest quality. We will ensure that:

- children do not become disinterested with the task they are set and that teacher expectations are high.
 - ICT will be used effectively to support Learning and Teaching.
 - The curriculum is differentiated appropriately to take account of individual learning needs.
 - Teachers make their teaching more accessible and motivating for children by taking account of different learning styles.
- We will ensure that our systems are fair, manageable and realistic.

This means:

- establishing groups of such numbers that allow for successful management.
- considering different ways of grouping as appropriate.
- valuing everyone's contribution equally.

Celebrating and Rewarding Good Behaviour

Rewards are more important than punishments in our behaviour policy. We believe that good behaviour should be recognised and rewarded.

The staff at Charmouth Primary School have agreed to:

- Recognise and highlight good behaviour as it occurs.
- Ensure that children are praised for behaving well.
- Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
- Encourage children to be responsible for their own good behaviour.
- Reward individual children and groups for behaving well.
- Let parents and carers know about their children's good behaviour.

We use the following strategies to achieve Positive Behaviour

- Appropriate and relevant curriculum for all.
- Use of curricular flexibility as appropriate.
- The development of 'Class and School Behaviour Codes' with children becoming actively involved.
- The development of strategies for the early identification of children who are experiencing and presenting difficulties within the school setting.
- Training for staff in dealing with difficult children.
- Stronger liaison between schools and other agencies.
- School Council.
- Circle time techniques.
- Reward stickers and certificates for good work and good behaviour.

Extra Curricular Clubs

- Involvement of Parents. (E.g newsletters, open days etc)
- School Promises
- Pride in Environment

Our Code of Conducts

School Promises

We actively encourage all children to be the best they can be in all they do at all times. This includes their behaviour and respect for themselves and others.

Classroom Promises

Classroom promises are written and agreed by the classes every September and arise from circle time. All children participate and these promises are referred to regularly.

Promises for Communal Parts of the School (e.g. Hall, playground, corridors).

1. We help to keep the school tidy. (Do not drop litter - or food when in the dining hall).
2. We walk at all times, when inside the building.
3. We try to settle arguments peacefully with the help of adults.

The school works on a positive behaviour approach and constantly rewards positive role models and positive behaviour and good learning thus encouraging all children to behave appropriately. A strong relationship is

developed with the parents and child so that the child's needs can be identified and met from the time they start school.

Rewards (For good behaviour or work) include:

- Bronze Awards
- Silver Awards
- Gold Awards
- Team Points.
- Stickers / Stars.

Stickers are to be used to praise and reward children when following the school and class promises. Every child will have a book where s/he can earn stamps/stickers. Each book has 10 pages with 10 circles on each page. Children work towards achieving a Bronze, Silver and Gold award.

Bronze Award	20 circles
Silver Award	50 circles
Gold Award	100 circles

All awards are celebrated in our Celebration assembly. With Bronze and/or Silver awards the children will stand and receive a clap from all the school.

For a Gold award, the child or children will come to the front of assembly for recognition of their achievement.

- Playground leaders awards
- MTA awards/stickers
- Certificates
- Headteacher's Award

In the hall, there is a display of 'Going for Gold.' During each Celebration assembly, points will be awarded to each of the classes for the number of Bronze, Silver and Gold certificates. Points will be added to the board and totalled up each term.

- 1 point for Bronze
- 2 points for Silver
- 5 points for Gold

The Head Teacher will award a child once a week. The child's parents will be informed by post on the day the announcement is made in the Celebration assembly.

Class Golden Time

This will be decided by the class teacher and the children in the class. All awards are celebrated in our Celebration assembly.

Celebration of Awards

With Bronze and/or Silver awards the children will stand and receive a clap from all the school. Their class teachers will give out the certificates.

When the children receive their Gold awards, they will come the front of the assembly for recognition of their achievements and their certificates will be presented to them.

Once the children have earned their first Gold awards, they will receive an invitation to a 'Welly Walk' or 'Tea Party'.

During the last Celebration assembly every half term, the children will be invited to their treat.

Once the children receive their second Gold award, they will receive a pin.

Stopping Inappropriate Behaviour.

Occasionally children may forget about the code for good behaviour.

Everyone at Charmouth Primary School has agreed to encourage children to follow the code by :

- reminding children about our code.
- noting good behaviour as it occurs.
- dealing positively with inappropriate behaviour in accordance with agreed policy guidelines.

Children will be made aware of the consequences liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need for formal consequences. There is an increasing scale of consequences available to the school including suspension and exclusion but it is hoped that with the co – operation of parents such consequences will not be necessary.

Yellow, Red and Green Card System

1. Verbal Warning
2. Yellow card- official warning (2 minutes Phase 1 and 2)
3. Red card (5 Minutes Phase 1 and 2)

Yellow cards need to be given to the children when they go to another class with work to do. Teachers do not stop their class, but send the child to a quiet corner to carry on with their work.

There are Think Sheets for the children to complete.

Parents will be contacted when a child receives a red card for inappropriate behaviour. A child will be issued with a red card if physical contact has been made with a peer. Parents will be contacted and the classteacher will talk through the chronology of events.

Each time a child receives a red card, parents will need to be informed of the misbehaviour on the day by telephone or face to face contact.

When a child receives 3 red cards, parents will be contacted to come into school and talk through the behaviour issues and discuss the next steps.

At the beginning of a session, everyone goes back to green to start afresh.

Consequences may include:

- A quiet word from the teacher in private, sterner words to show displeasure.
- Lunchtime detention to make up time lost
- Isolating a child from its group in the classroom.
- Removing a child from the classroom.
- Loss of privileges.
- Involvement of senior leadership.
- Daily or Weekly Log.
- Involvement of agencies.
- Payment for deliberately damaged stock or equipment.

Parents will always become involved at an early stage if there are concerns about their child's behaviour. In extreme and very rare circumstances the school may:

- temporarily exclude a child
- consider permanent exclusion from school.

Exclusion will only ever be considered after all other possible avenues have been explored.

Procedures for Dealing with Major Breaches of Discipline.

The school will not tolerate inappropriate behaviour, for example :

Bullying. (See Anti Bullying Guidelines) Swearing.

Fighting.

Racism.

Name Calling. Spitting. Vandalism. Stealing. Truancy.

Strategies such as the ones below have been agreed for dealing with each of these areas. Any significant disciplinary measures will be recorded in an Incident Log.

The following may be used if there are persistent incidents.

Withdrawal from class.

A note to parents informing them of the problem

Parents may be contacted and asked to come and meet with the teacher / Headteacher.

If the problem is severe or recurring, then the authorities exclusion procedures will come into operation.

A case conference involving parents and support agencies if appropriate.

Partnerships.

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone.

Partnership is the key, and schools can consolidate partnerships by :

- ensuring that parents have full information on the schools curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

Charmouth Primary School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies. We will attempt to have effective working relationships with Social Care, Educational Psychology and Health Departments in particular to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses. We will nominate someone who is responsible for coordinating the work of professionals from different agencies within the overall aims of the school. We also have a designated member of staff who is responsible for the care and welfare of looked after children.

Signature of Chair of Performance and Standards: Jan Coleman

Signature of Headteacher: Gillian Morris

Reviewed every: 2 Years

Date reviewed: September 2014

Next review date: September 2016

**Other policies referred to: Anti bullying Policy
Safeguarding Policy**