

Albury Primary School

Positive Behaviour Policy

The aim of Albury Primary School is to provide a safe and stimulating environment for learning in which all members of our school community are able to develop a sense of self-worth, responsibility and fun; fulfilling their potential within a caring, Christian community.

Our Mission Statement is: Guided by God, aiming for excellence, learning for life.

Aims of the Policy

The aims of the Behaviour Policy are to:

- Encourage children to have high expectations of their own behaviour.
- Emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their own actions.
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school.
- Make boundaries of acceptable behaviour clear and ensure safety.
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

A Positive Approach

An effective discipline policy based on Christian values is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Albury Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.

Our Code of Values

At our school we always try to be **TERRIFIC**

Truthful – we tell the truth, we are brave and stand up for what is right and own up when we have done something wrong.

Excellent – we always try our best in everything we do work hard to make good progress and we are proud of our achievements.

Responsible – we are sensible, helpful and reliable. We realise that our actions have consequences. We take care of ourselves, school property and our environment.

Respectful – we use our manners, talk kindly to our peers and members of staff. We avoid saying anything that will upset anyone.

Involved – we take part and join in; we pay attention and listen; we are attentive and enthusiastic.

Friendly – we get on well with others, we are kind and gentle, we work together to be a good team member.

Inner peace - we are calm and control our temper, we are quiet and thoughtful.

Caring – we are kind and considerate to other people, we look after them and make sure that they are happy.

Staff responsibilities

In order to encourage good behaviour the staff will:

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs- make adjustments to learning programmes to provide personalised learning.
- Create a safe, pleasant environment both physically and emotionally.
- Set out and use rules and consequences clearly and consistently.
- Ensure rewards and consequences are followed through.
- Be a good role model and set a good example.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Encourage children to take care of their own property, their school, and the property of others.

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Parent/Carer responsibilities

All new parents to the school are asked to sign a whole school agreement and so Parents/carers will:

- Support the school if there are issues of inappropriate behaviour by attending meetings to discuss the issues.

Rewards

School policy encourages children to behave using a positive approach. During lessons, positive intervention is expected in every class. In KS2, the first time that a child is spotted 'doing the right thing'; he/she gets their name written on the happy side of the board! After which they may receive further recognition by getting ticks next to their name, as below:

- ✓ smiley sticker!
- ✓ ✓ plus a raffle ticket!
- ✓ ✓ ✓ plus a good news note sent home!
- ✓ ✓ ✓ ✓ plus a special visit to the headteacher!

In KS1, as above but with a slightly modified system.

Smiley stickers are collected on merit charts and when a chart is filled with 25 stickers, the child receives a 1st, 2nd or 3rd Bronze/Silver/ Gold certificate. These certificates are given out by the headteacher in a special assembly weekly. Raffle tickets are collected by the teacher and a name is drawn out of the hat at the end of each term; the child then receives a special prize.

Consequences

Children need to discover where the boundaries of acceptable behaviour lie. The class teacher will deal with minor breaches of discipline in a caring, supportive and fair manner. Each case is treated individually but children need to be made aware that they are responsible for their own actions and that breaking rules will lead to consequences. Each class teacher uses the same system in each class. This means that there is consistency throughout the school.

The first time that the school rules are broken, the child receives a verbal warning, after which, should the unacceptable behaviour continue, they will have their name written in the book of shame! Further inappropriate behaviour will be noted through the use of additional ticks next to the child's name, as detailed below:

- ✓ 5 minutes time out in class!
- ✓ ✓ longer time out in class!
- ✓ ✓ ✓ rest of morning or afternoon time out in a different class !
- ✓ ✓ ✓ ✓ visit to the headteacher *

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* The decision at what point to inform parents of any unacceptable behaviour is left to the teacher's discretion.

Lunch Time Supervision

Lunchtimes are a positive experience at Albury and children are still expected to follow the school rules. If children are disrespectful or naughty, there are a number of sanctions which are implemented. These include children being given a 5 minute 'time out'. They are sent to an area where the teacher or MSA can see them and they stand there until 'time out' finishes. If, however, bad behaviour continues the child is sent in to see the headteacher.

Major breaches of discipline

This includes physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal or racial abuse, refusal to work and disruptive behaviour in class. This type of behaviour is very rare and is the responsibility of the Head Teacher who will, depending on the severity of the incident:

- Give a verbal warning.
- Withdraw the child from the classroom or playground.
- Write or make a phone call to the parents/carers.
- Meet with parents/carers.
- Formulate a behaviour plan in consultation with parents/carers, class teacher and child.
- Implement fixed term exclusion procedures with the governing body.
- Call a case conference involving parents/carers and support agencies to discuss the way forward.
- On the very rare occasion the Head Teacher would consider permanent exclusion.

The Role of the Governors

The Governing Body has a responsibility in setting down standards of behaviour and discipline, and of reviewing their effectiveness. In the event of a potential permanent exclusion the Governing Body would convene to see if they would uphold this decision. The Head Teacher has the day-to-day authority to implement the school's positive behaviour policy and the Governors will give advice to the Head Teacher about particular disciplinary issues. It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body reviews the policy every three years.