



Pondhu
Primary School

M-8 Behaviour Policy

Date of Last Review:	Spring 2021
Date of Next Review:	Spring 2023

Our school is a safe, respectful learning space

Aims

- To create an environment of mutual respect and tolerance of others rights in which children and adults feel secure, respecting the rights of each other, and which promotes and encourages good behaviour.
- With the input of pupils and staff define and teach acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and good relationships
- To ensure the school's expectation of behaviour are known and understood by the children, parents and staff
- To encourage the involvement of both home and school in the establishment and maintenance of good behaviour

Behavioural Expectations

In addition to the School's obvious role in the academic development of the children, it also plays a central role in their social and moral development. The children bring a wide variety of behaviour patterns to school and we must work together towards generally accepted standards of behaviour based on the principles of honesty, mutual respect, consideration and responsibility. These standards are to be continually reinforced and promoted.

School Ethos

We provide a rich, stimulating and balanced curriculum which captures children's interests and inspires a love of learning. Our inclusive teaching strategies enable all pupils to realise their full potential this is exemplified in Article 29 of the UNCRC – be the best that you can be. Learners develop their independence, resilience, empathy and confidence to embrace challenge. As a Global Learning Expert Centre we encourage children acquire a deeper awareness of their rights and responsibilities as global citizens now and in the future.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classroom management should develop independence and promote personal initiative. We will ensure that our teaching methods encourage enthusiasm and active participation of all. Praise is used to encourage both good behaviour and good work.

School Charters

School Charters apply everywhere within the school. However these are agreed with the children in the form of a classroom charter.

These are reflected in the 'good choices' that apply to everyone:

- We listen
- We are gentle
- We are kind and helpful
- We look after property
- We are honest
- We work hard

Each class has an agreed charter based on our Rights Respecting Schools work and these are discussed, agreed and signed by each class at the beginning of the school year.

There are also playground charters, agreed and signed by all the children.

Bullying

Bullying is a particular form of unacceptable behaviour and should cases of bullying occur, the School Anti-Bullying Policy will be implemented. This policy is in line with Articles 20 – the right to an education and 31 the right to relax and play.

Rewards and Sanction

We try to reinforce good behaviour rather than to highlight failures. We use rewards to motivate children towards good behaviour and to show that good behaviour is valued. We praise individuals and groups both informally and formally. Praise is used to reward maintenance of good standards of behaviour as well as noteworthy achievements.

Certificates for Star Learners per year group are given at the end of each week. Golden Time is given for good behaviour. Each class will display the agreed behaviour management visuals.

Although our main emphasis is on rewards to promote good behaviour, there will be times when sanctions are required to express disapproval of unacceptable behaviour and in order that the children understand that there are consequences to their actions.

Sanctions are applied in class in hierarchical order and include the loss of Golden Time.

Most instances of poor behaviour are minor and dealt with through the sanctions outlined above. Parents will be informed and involved in more serious incidences.

In isolated cases where anti-social, disruptive or aggressive behaviour is frequent and sanctions are ineffective, every effort is made to adjust procedures to eliminate these as contributory factors. If necessary additional help is sought from external specialists. Ultimately exclusion, temporary or permanent (following statutory guidelines) is the last resort.

Emergency Procedure

Should the occasion arise when a child becomes a danger to themselves or others, minimum restraint will be used to maintain safety and diffuse the situation. A senior member of staff will be notified. Parents will then be informed without delay and appropriate action taken.

Policy review

This policy was reviewed in Autumn 2021 and will be reviewed every three years.

Prepared by SMT