

The Pochin School



Behaviour Policy (Adults)

This policy has been developed in partnership with our school council representatives. April
2018

Please read in conjunction with policies for 'Exclusion', 'Anti-Bullying' and 'Positive Handling'.

Why do we have a Behaviour Policy?

At The Pochin School we want equal rights under the Equality Act 2010. We have a duty not to discriminate (judge) against people. This policy is fair and it does not make any pupil feel excluded. *'A child with a disability has the right to live a full and decent life with dignity and Independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.'* It helps to make everyone feel valued and included.

We also work closely with the School Council and adults to hear their views and opinions.

Our school believes that all children and adults have the right to work and learn in a safe place where they are respected.

Our school mission statement is:

Valuing individuals through high expectations.

We are a small school that values high expectations in which individual children and adults are nurtured through:

- quality teaching and learning or training;
- opportunity for children and adults to achieve their full potential;
- a caring, happy, secure learning environment in a rural setting;
- high expectations of behaviour and discipline;
- strong leadership and teamwork with all staff;
- valuing partnership with the wider community, especially parents;
- and providing equal opportunity for all

Our behaviour is underpinned by our 'Fundamental British Values'.

- Individual Liberty
- Mutual Respect
- Tolerance
- Democracy
- Rule of Law

This policy also applies to our behaviour outside of school, such as on educational visits, when taking part in extra-curricular activities led by visitors, when representing our school or when wearing our uniform in public or any situation which could reflect on the reputation of our school.

The staff and governors believe that for high quality teaching and learning to take place, and in order for pupils to live a fulfilled life, they need to learn self-discipline and how to manage their behaviour in a range of situations.

The staff and governors also believe that all members of the school community should treat each other with respect. This means that:-

- We should all try to understand each other's point of view
- We should show respect for others' feelings, needs, abilities and cultures.
- We should show respect for others by our manners, actions, our attitudes and language

Aims of the policy

The aims of our Behaviour Policy are to enable pupils to:-

- Respect the rights of others by taking account of their own behaviour in upholding these rights
- Have a common understanding about the ways in which they can uphold the rights of children
- Develop self-discipline
- Create a high quality learning environment by demonstrating and encouraging good behaviour
- Have shared sense of values and purpose
- Encourage an awareness of and concern for the buildings, equipment and outdoor environment
- Encourage respect and consideration for others at all times
- Learn to recognise, respect and value the 8 protected characteristics of the Equality Act 2010.
- Encourage understanding and respect for the similarities and differences between individuals and groups

Behaviour by Staff

Staff are expected to set a high level of behaviour by being excellent role models for pupils both through how they speak and behave, and what they wear.

When dealing with pupils, they are expected to:-

- Discuss ways in which they can uphold the Five Golden Rules
- Praise good or improved behaviour
- Deal with the situation calmly, respectfully and politely
- Establish eye contact for conversation
- Listen carefully to all sides of the situation before making decisions
- Allow time to cool-down, and defuse the situation if necessary
- Speak to all participants away from others and in private
- Explain the expectations and reasons for the rule
- Deal with all minor situations but ask for help from a senior member of staff if the situation is complicated
- Explain clearly the reasons for any consequences
- Negotiate and suggest strategies which might help stop a similar situation developing again
- Ensure that all children know the correct procedure for the future
- Record poor behaviour in the Behaviour File/Book and ensure that the class teacher knows about the behaviour. Code the behaviour if it is related to the 8 protected characteristics of the Equality Act. Complete a Report Form if the behaviour is perceived to be racist/discriminatory by the victim and give to SLT, who will investigate and complete a Racist/Discrimination Form Investigation Form.

Effectiveness

To be effective, our policy must be:

- Sensitive and reasonable
- Consistent and fairly administered
- Clearly understood.

Success Criteria

- Pupils and staff visibly behave in a respectful manner towards one another and children can enjoy their rights.
- Pupils report, through pupil surveys and class councils, that the behaviour is outstanding.
- Members of the Governing Body, through monitoring, identify that behaviour is outstanding.
- There are no pupils identified as bullies by pupils
- There are no exclusions for pupils who have been at the school for at least a year
- Time Out records show that fewer pupils attend the sessions
- Visitors, including OFSTED, comment on outstanding behaviour
- A relaxed, pleasant atmosphere where pupils can give of their best.
- Children being encouraged to achieve their full potential.
- A positive approach which encourages good attitudes, rewards, praise and good example.

Staff Attitude and Need for Consistency

In applying a code of behaviour for our children, staff attitude is the keynote, because we determine the environment and set the necessary example. Consistency of approach is fundamental to promoting and upholding the behaviour we want. Teaching and non-teaching staff alike must show a concerted pull in the same direction. All staff must reference the inappropriate behaviour to the appropriate Golden Rule and discuss with the child or group of children as to which rule they have denied another child or group of children

Consistency of Approach

It is important to:

- **Discuss the inappropriate behaviour, with a child, away from peers when individuals are involved.** This may not apply where a group of children are involved e.g. group bullying.
- Avoid humiliation when disciplining. The situation can be referred to, and used for general guidance later.
- Refer to the Five Golden Rules

When dealing with other staff, staff are expected to:-

- Respect the rights of others by taking account of their own behaviour in upholding these rights.
- Show self-discipline
- Create a high quality learning environment by demonstrating and encouraging good

relationships with all staff

- Ensure a shared sense of values and purpose
- Encourage an awareness of and respect for cultural /religious differences between staff.
- Encourage respect and consideration at all times
- Learn to recognise, respect and value the 8 protected characteristics of the Equality Act 2010.
- Work cooperatively and support each other

Behaviour of Parents

Parents are expected to be civil and polite at all times when addressing anyone in the school community whether they are children, parents or adults working in school.

Parents/Carers are also expected to:-

- Support the school by respecting the rights of others by taking account of their own behaviour in upholding these rights.
- Support the ethos and values of the school
- Not approach or speak to pupils concerning incidents in school
- Contact the school if there are any problems affecting their child
- Make appointments via the school office to discuss issues or concerns
- Support pupils with their home learning activities (e.g. Learning Logs, reading)
- Attend Parents' Evenings
- Monitor use of Social Media/technology at home

Parents whose behaviour does cause concern will receive a letter warning them about their behaviour. Further incidents may lead to exclusion from the school premises.

Behaviour the Pupils

(please refer to Behaviour Policy - Pupils)

Recording Incidents and Good Behaviour

(please refer to Behaviour Guidelines for staff)

Having this policy ensures that we are all aware of behaviour expectations, rewards for positive behaviour and consequences for poor behaviour. Good behaviour means that everyone has the opportunity to achieve their best. It also helps us to learn about making good choices and being responsible for our own actions.

TRUST in the Five Golden Rules

These are the things we try to do all the time

- We always try our very best
- We always respect all adults and pupils we work with equally
- We always use good manners and be polite
- We always say and do kind things
- We always treat all property and equipment with respect

In The Classroom

- We arrive at school on time and be ready to work.
- We bring the correct equipment and clothing for PE
- We wear the correct uniform
- We bring water bottles to school everyday
- We try our best in all our learning (including home learning)
- We celebrate everyone's successes, not just our own
- We keep our classroom, cloakrooms and other areas tidy and organised

Moving Around School

- We move around school quietly and sensibly so as not to disturb other learners
- We hold doors open for other people and wait if someone needs to come through the door first
- We do not pass on the stairs
- We say 'Hello', 'Good Morning', 'Good Afternoon' to each other, adults and visitors.
- We say 'Please', 'Thank You' and 'Excuse me'
- We take care of our environment by picking up things and putting them in the right place, even if we haven't dropped it

On The Playground

- We play carefully and sensibly
- We make sure everyone has someone to play with
- We stand still and silent when the whistle blows
- We walk sensibly to the line and line up in register order

In The Dinner Hall

- We line up sensibly and quietly
- We say please and thank you
- We use our cutlery correctly
- We put coats on the back of our chairs
- We talk quietly to those on our table and not shout
- We try a bit of everything on our plates or in our lunch boxes
- We bring a healthy packed lunch, if we don't have school dinners
- We clear away our plates, cutlery and cups

Assemblies

- We line up sensibly and quietly
- We enter the hall silently
- We listen carefully, take part in discussions and answer questions
- We join in 'Thinking Time'
- We celebrate the achievement of others
- We join in singing

Rewards

We are rewarded in school in a variety of ways which are consistent across school. These include:-

- Verbal praise (such as 'Well done')
- Sharing our work with other adults or pupils
- Being nominated for a Head Teacher's Award
- Being given house points and earning merit badges
- Certificates for good attendance
- Non uniform day for smartness
- Tidiest Classroom Award
- Earning a pen licence
- Timetables Awards
- Phonics Awards

Sometimes other awards will be added to this list.

Consequences

Sometimes our behaviour is not our best or we make the wrong choice. This has consequences.

- Poor behaviour is recorded in The Behaviour Book which is monitored
- If our name is in the Behaviour Book 3 times in one week this leads to a 'Time Out' session at break or lunchtime.
- A significant behaviour incident leads to a 'Time Out' session and the head teacher or deputy head teacher is informed.
- If we do not complete our homework or our class work appropriately then we go to 'Catch Up' club at break or lunchtime
- If we do not have our PE kit we go to 'Time Out' the next day.
- Uniform violations can also lead to 'Time Out'.
- Time Outs are monitored - if we have 3 times in a half term. The head teacher or deputy head teacher will talk to our parents
- If necessary the head teacher or deputy head teacher will speak to our parents/carers
- If necessary the head teacher or deputy head teacher will make a plan with us to help support us improve our behaviour

Other policies which also cover behaviour include our 'Anti-Bullying Policy' and our 'Exclusions Policy'