

SOUTHAM PRIMARY SCHOOL

BEHAVIOUR POLICY

The Staff and Governors recognise the crucial role that an effective Behaviour policy can have on all aspects of school life.

An effective Behaviour policy will:

- Identify the boundaries for 'what is' and 'what isn't' acceptable behaviour.
- Give children, parents and staff clear and consistent guidelines for the way in which positive behaviour will be rewarded and negative behaviour sanctioned.
- Play a vital role in ensuring that all children achieve their academic potential.
- Help children's moral and social awareness, including that of citizenship.
- State clearly the procedures for exclusion.
- Outline roles and responsibilities for pupils, parents & staff

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values as reflected in the Every Child Matters agenda. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

All persons are expected to manifest behaviour which reflects and supports the following school rules which are displayed throughout the school.

At Southam Primary School we expect all children to:

- Keep hands, feet and unkind words to yourself
- Do what you are asked by all members of staff straight away
- Work and play in a way that does not disturb others
- Care for each other and all the things in our school
- Move about the school quietly and sensibly
- Talk to all people with respect

The overriding aim of our school is to help children operate with self discipline in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires nurturing.

SOUTHAM PRIMARY SCHOOL
REWARDING CHILDREN'S ATTITUDE TO WORK & BEHAVIOUR

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

ON-GOING INDIVIDUAL PUPIL AWARDS:

- Demonstrating the learning traits
- Good work:
- Effort;
- Positive attitudes;
- A completed homework task etc

Are rewarded with a smiley face on the child's work and an appropriate number of house points (KS2).

In KS1 every 10 smiley faces on the class chart are rewarded at celebration assembly.
In KS2 every 20 house points equates to a specific coloured badge

WHOLE CLASS AWARDS:

When appropriate class teachers use whole class award systems

WEEKLY AWARDS:

Certificates are given at celebration assembly each week to one child per class, for good work, effort, demonstrating learning traits etc.

In upper key stage 2 rewards are given in class based on learning e.g. mathematician of the week, learner of the week.

HALF TERMLY AWARDS

The school hosts a half termly Golden Assembly which every member of staff nominates a child in the school for a certificate across a term. The child's parents are invited to attend the assembly.

SOUTHAM PRIMARY SCHOOL
AWARDING SANCTIONS FOR MISBEHAVIOUR

Breaking of school rules:

- Consideration is given to Special Educational Needs SEN & other identified children who require an individual approach.
- Identify 'why' behaviour is unacceptable & demonstrate the appropriate behaviour.
- Focus on the behaviour being unacceptable not the child.
- It's the school rules that help a child to reflect/ develop/ learn about appropriate behaviour and sanctions so there's no need to shout and be intimidating.

- Sanctions should be private and praise in public wherever possible.
- We discipline because we care about the child behaving appropriately 100% not 95%.
- Use a second member of Staff in difficult situations as a witness and for support.
- All staff are empowered to give sanctions

In or out of the classroom:

- 1st warning – child's card turned to white- child misses 5 minutes of playtime
- 2nd warning – child's card is turned to yellow- child misses the whole of playtime.
- *If the adult teaching the child feels that some time out is required for the child, the child can be sent outside of their classroom or to another teacher for a maximum of 10 minutes*
- If a child continues to break a school rule their card is turned to red and they are sent to the head teacher. The class teacher will inform the child's parents.
- SEVERE MISBEHAVIOUR –SEND FOR THE HEAD OR DEPUTY

If a child receives two yellow cards during one week they will be sent to the headteacher

If behaviour is persistent school along with parents will review whether a specific behaviour plan is required to support the child