

Ardstraw Jubilee P.S. Behaviour Policy

At Ardstraw Jubilee Primary School we strive to provide a happy, caring, supportive environment where our children are nurtured to enable them to reach their full potential. Our focus is the whole child.

We aim to develop children who are confident, creative, independent and co-operative learners; who approach challenges with openness, enthusiasm and a willingness to solve problems. We encourage children to have respect for individual differences, to become active contributors to society and life-long learners. We welcome the active involvement of parents and the local community in our school.

Aims of this policy:

- ✓ To support all the members of our school community to live and work together in an environment that is happy, safe and secure.
- ✓ To create a positive learning environment in which all children are helped to achieve their full potential.
- ✓ To promote good relationships based on mutual respect and consideration for others.
- ✓ To promote and encourage a greater sense of responsibility, self-discipline and commitment among pupils helping them become positive, responsible and independent members of the wider community.
- ✓ To ensure that every member of our school community is aware of the school rules and expectations for good behaviour.

Rights + Responsibilities:

<p>Pupils have a right to:</p> <p>Be valued as members of our school community.</p> <p>Get help when they seek it, whether for their work or with bullying or a personal issue.</p> <p>Make mistakes and learn from them.</p> <p>Be treated fairly, consistently and with respect.</p> <p>Be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon.</p> <p>Be taught in a pleasant, well-managed and safe environment.</p> <p>Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.</p> <p>Develop and extend their interests, talents and abilities.</p>	<p>Pupils have a responsibility to:</p> <p>Come to school on time, with homework completed and suitably equipped for the lessons ahead.</p> <p>Respect the views, rights and property of others and behave safely in and out of class.</p> <p>Co-operate in class with the teacher and their peers.</p> <p>Work as hard as they can in class.</p> <p>Conform to the conventions of good behaviour and abide by the school rules.</p> <p>Seek help if they do not understand or are in difficulties.</p> <p>Accept ownership for their behaviour and learning.</p>
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Staff have a right to:

Work in an environment where common courtesies and social conventions are respected.
Express their views and contribute to policies which they are required to reflect in their work.
A suitable career structure and opportunities for professional development.
Support and advice from senior colleagues and external bodies.
Adequate and appropriate accommodation and resources.

Staff have a responsibility to:

Behave in a professional manner.
Show interest and enthusiasm in their pupils' learning.
Listen to the pupils, value their contributions and respect their views.
Expect high standards and acknowledge effort and achievement.
Be sympathetic, approachable and alert to pupils in difficulty.

Teachers should also -

Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set.
Identify and seek to meet pupils' special educational needs.
Share with parents any concerns they have about their child's progress or development.

Parents have a right to:

A safe, well managed and stimulating environment for their child's education.
Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently (by appointment at a time that is suitable for both parent and teacher).
Be informed promptly if their child is ill, has an accident or if the school has concerns about their child.
Be well informed about their child's progress.
Be well informed about school rules and procedures.
A broad, balanced and appropriate curriculum for their child.
Be involved in key decisions about their child's education.
A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons ahead.
Be aware of school rules and procedures and encourage their child to abide by them.
Show interest in their child's class work and homework and, where possible, provide suitable facilities for studying at home.
Act as positive role models for their child in their relationship with the school.
Attend planned meetings with teachers and support school functions.
Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Our Positive Behaviour system:

An effective behaviour policy is one that enhances the self-esteem and self-discipline of our children. Good discipline follows from good relationships and from setting clear expectations of good behaviour.

It is important that the children are familiar with our school rules - they are displayed prominently around the school, explained and discussed in assemblies and reinforced in all areas of school and by all members of staff.

Our School Golden Rules:

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

Classroom Rules + Routines -

At the beginning of the school year the class teacher and children agree class rules or a Code of Conduct and acceptable behaviours. These are reinforced consistently throughout the year by praise and reward.

Rewards

- Praise - verbal or a smile, thumbs up etc.
- Sharing good work with other members of staff and/or parents.
- Displaying work in classroom or corridor.
- 'Super Star' award (weekly assembly).
- Sticker, pencil, certificate etc. to recognise particular effort.
- Golden Time (Fridays).
- Extra play time.

Managing undesirable behaviour

Desirable behaviour in our pupils	Undesirable behaviour in our pupils
Participating fully in class and school activities. Showing respect for the views, ideas and property of others. Recognising that everyone has the right to contribute to the lesson. Co-operating with staff and their peers on shared activities. Applying themselves to the task and working to the best of their ability. Showing good manners.	Being unkind to their peers, including engaging in any form of bullying. Shouting out in class, interrupting others or being inattentive in lessons. Displaying a lack of interest in learning and preventing others from learning. Using an inappropriate tone of voice when speaking to others. Defacing or destroying other pupils' belongings or school property. Using abusive language. Acting aggressively or with violence towards other pupils or members of staff.

Whilst a positive system of rewards and reinforcement is in place to guide our pupils towards self-discipline, it is important that we also have strategies to assist and support staff in dealing with undesirable behaviour.

The following sanctions have been agreed by staff and are listed in a structured order (in extreme circumstances a pupil may go directly to the final steps):

Sanctions

- Verbal/non-verbal e.g. a look, gesture or a quiet word with the child.
- Child is given a simple choice linking their behaviour with a consequence.
- Temporary isolation within the classroom.
- Loss of privileges e.g. some Golden Time
- Withdrawal to another class (5 - 10 minutes maximum).
- Parental involvement with class teacher.
- Parental involvement, where Principal requests a meeting with the parents.
- Individual Behaviour Action Plan (6 - 8 weeks).
- Weekly Behaviour Form.
- Involvement of outside agencies e.g. Behaviour Support Team.
- Suspension, following EA - Western Region procedures.

Staff will explain to the pupil why he/she is being punished and what would have constituted a more acceptable form of behaviour. He/she will be given an opportunity to reflect on their misdemeanour, understand its effect on others in the school community and, where appropriate, make some form of reparation.

Monitoring and Evaluation of this policy

This policy will be reviewed on an annual basis. This review may take the form of reviewing basic discipline practices, considering alternative ways of dealing with undesirable behaviour, examining the school's pastoral care policies. Any proposed changes will only be made following consultation with pupils, parents, staff and governors.