



PARENTS' GUIDE TO:

Behaviour



"Pupils' behaviour is impeccable. There is a shared sense of pride with everyone pulling together to be the best they can."

Ofsted Report 2012

Parent Guide No 4

Achieving excellence for ourselves and others

We believe that children can behave well in school. Teachers have a responsibility to provide guidance and consistent positive encouragement. Children have a right to know what behaviours they need to engage in to be successful and have a responsibility to manage their own behaviour.

Aims of our Behaviour Policy

- To ensure a calm, purposeful and secure environment where teachers can teach effectively and children can learn.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour.
- To have a consistent approach throughout the school with parental involvement and support.

Golden Rules

Our school has Golden Rules which apply to all across the school. These are displayed around the school. They are chosen to reflect the ethos, values and goals of our school.

- ***Treat others as you would like them to treat you***
- ***Always do you best and help others to do the same***
- ***Care for your own and other peoples' property and take care of the school***

A Positive Climate

We firmly believe that children respond well in a positive climate, so there is a strong emphasis at Peasedown St John on reinforcing high expectations, praising and rewarding children for their daily good conduct.

The Role of Teachers

Our teachers are well prepared and have thought through their classroom discipline in advance. They clearly, confidently and consistently state their expectations to children and back these words with rewards and sanctions. Our teachers know that children need boundaries and at the same time that they need warmth and encouragement.

Each teacher has a classroom behaviour plan which clarifies the behaviours expected from children and what they can expect from the teacher in return. This includes clear reward systems for positive behaviour, such as stickers, certificates, house points, whole class rewards, the Golden Lunchbox and many more. The class rules are agreed with the pupils at the start of the academic year and are displayed in the classroom.

The Card System

Introduced in September 2015, this integrates rewards and sanctions into one clear, consistent framework for children.

- Every child has a gold card awarded to them at the start of each day
- By following our golden rules, children will 'stay gold'
- Children's daily good conduct – staying gold – is explicitly celebrated
- For exceptionally positive behaviour, a child may receive a Diamond card
- Following a clear procedure, teachers may have to give a yellow or red card for breaches of expectations
- The school will not inform parents of individual yellow cards – this is a conversation for a child to have with their parent
- Where a red card is given, parents will be informed in writing
- All cards are carefully recorded daily and monitored

While this system provides a framework for recognising different behaviours, it is merely additional to the wide range of good behaviour management strategies all staff use in their daily practice.

Assemblies, Circle Time, SEAL and PSHE lessons

With school rules, classroom rules and behaviour it is important to have regular discussion times and activities which enable pupils to consider their own and others' behaviour. This takes place informally, during the school day but is also explicitly planned for during PHSE lessons, assemblies and circle times. Some pupils also benefit from small group social skills programmes which are run regularly across the school.

Bullying

Our school has a clear Anti-bullying Policy which aims to prevent any harmful behaviour and respond to any bullying incidents in a reasonable, proportionate and consistent way. The safeguarding and welfare of our pupils is our highest priority. Please see our school Anti-Bullying Policy for more information.

The Role of Parents

In choosing The Peasedown St John Primary School for their child, parents agree to:

- Make sure their child attends school regularly, is on time, is properly equipped and is ready to learn,
- Support the school's policies and guidelines on behaviour,
- Make sure the school is aware of any concerns or problems which might affect their child's work or behaviour.

Our staged Behaviour Plan for children with sustained, challenging behaviour

For some children, the card system is not an appropriate method of supporting their needs. The following procedure is followed for those children.

Stage 1 – Expression of concern (Phase Leader involvement)

- A pupil will be placed on stage 1 when a pattern of sustained poor behaviour gives rise for concern – repeated yellow or red cards
- The Phase leader will contact the parents/carers and targets for improvement will be agreed

Stage 2 – Significant concern (Inclusion leader involvement)

- A pupil will be placed on Stage 2 when behaviour concerns are significant or where there has been no improvement from Stage 1
- Parents/carers will be invited for a meeting with our assistant head/inclusion leader and class teacher to agree strategies for improvement

Stage 3 – Serious concern (Head/Deputy Head involvement)

- Pupil will be placed on Stage 3 when their behaviour is at a serious stage and the pupil is in danger of exclusion
- Parents will be invited to a meeting with the Deputy/Headteacher to discuss strategies and a timescale for improvement