

All Saints CE Primary School



Behaviour Policy

'We all flourish and achieve as a child of God'

Aims

Our school aims and mission statement are central to this policy which ensures that our Christian foundation and the values that we uphold are expressed by all children, staff, parents and volunteers.

We aim to;

- ensure that all children are happy and safe in order to achieve
- teach children to respect others and their environment
- encourage self-discipline and accountability
- all children are treated as individuals
- develop and demonstrate positive abilities and attitudes

To achieve this we will;

- work with children and their parents to support them in the development of their social and emotional skills
- promote positive and safe behaviour
- ensure that we have an appropriate and effective reward and sanctions system which focuses on positive rewards and challenges inappropriate behaviour.
- support aspects of the Children Act 2004: 'Every Child Matters' by implementing ensure that we support the 'Every Child Matters' initiative from the 2010 Children's Act (where outcome for children focus on being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being)

Reasonable adjustments will be made for children who have a special educational need or disability. This follows guidelines from the Disability Discrimination Act

School Rules

Our school rules were set up in consultation with the children through our active School Council. Fundamentally, the school rules encourage all children and staff to treat each other in line with Gospel teachings.

Always be kind and honest

Line up sensibly

Listen and respect everyone

Sensibly walk around school

Always try our best

Include everyone

Never disrespect property

Treat others as you wish to be treated

Set a good example

All Saints CE Primary School



Rewards

Our school policy aims to focus on the positive contributions, attitudes and behaviour of children.

We reward positive behaviour and good attitudes by;

- giving positive feedback to children verbally during lessons and around school
- stickers and written feedback in books
- house points and termly house treat
- star of the week certificates given in sharing worship
- headteacher certificate for positive behaviour and contributions to school life

Sanctions

Sanctions are applied consistently across the school according to a child's age, development, severity of incident and in line with disability guidelines.

Sanction procedures are as follows;

- Step 1 - Verbal warning – reminders about positive behaviour
- Step 2 - Formal warning – time out given (e.g. playtime)
- Step 3 - Warning – individual spoken to by headteacher. In school seclusion may be given. Parents will be informed at the end of the day.
- Step 4 - Warning – in school seclusion, letter to parent and a meeting arranged to discuss arrangements to improve behaviour. Outside agency support is sought as appropriate e.g. CAHMS, EMS, Educational Psychologist
- Step 5 - If negative behaviour continues, fixed term exclusion may be given.

This procedure is subject to change, depending on the severity of the negative behaviour being displayed e.g. some steps may be missed out due to the severe nature of the incident.

If a fixed term exclusion is given, North Yorkshire's comprehensive guidelines are followed (based on the DFE model) and procedures for re-integration are put in place. Fixed term exclusions are always followed up, additional measures are put into place and where appropriate, contact is made with outside agencies.

Restorative Practice

All staff have been trained in restorative practice approach to behaviour management and conflict resolution. This involves both parties working through the incident together, with an adult acting as facilitator. The children will be encouraged to be accountable for their own behaviour and consider next steps.

Special Education Needs and Behaviour Plans

If school staff feel that a behaviour plan for a child is needed, they will work alongside the Headteacher, SENCO and parents to set up a behaviour action plan. Each child will be treated as an individual and the plan will be personalised.

If the class teacher and SENCO feel that outside agency involvement is necessary, they will look to enhanced mainstream schools (EMS) educational psychologists for support. All provision for those with a special educational need or disability will be in line with the SEN code of practice.

Monitoring

All Saints CE Primary School



School systems and procedures are constantly reviewed and monitored to ensure that all children remain safe and happy in school. The headteacher monitors behaviour across the school and will report to governors as appropriate.

Policy Date – October 2017

Review Date – October 2019