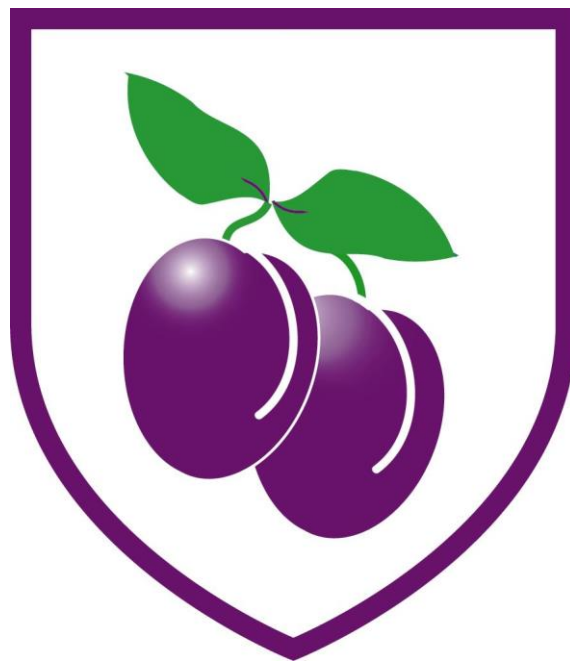


Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



Behaviour Policy

Behaviour and Discipline

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

A i m s

- To create an ethos that makes everyone in the school community feel valued and respected regardless of background, SEN and disability.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline among all pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools to share good practice in order to improve this policy.

SLT will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor school support systems
- undertake classroom monitoring;
- organise a 'Buddy System';
- create links with parents;
- deal with external agencies;
- review and monitor;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;

- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community
- be mindful of children with learning difficulties, such as dyslexia, who may present with challenging behaviours as a result of low self-esteem

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour
- obey all health and safety regulations in all areas of the school;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school policy with the Governing Body

Sanctions

Sanctions which must be applied fairly and consistently have been devised:

- all incidents will be investigated fully to ensure fairness and appropriate sanctions

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction:

- fixed term

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Children are carefully listened to in order to support them in displaying appropriate and acceptable behaviours.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services

Incidents

- All incidents of unacceptable behaviour are recorded on an incident sheet.
- These are thoroughly investigated and discussed with the children.
- Parents are informed of incidents when it is deemed necessary by the school adults as many issues and incidents can be dealt with effectively by the school and pupils will change their behaviours.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- school events
- meetings with school personnel
- communications with home such as end of half term newsletters
- reports such as annual reports to parents and reports to the Governing Body

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed by the deputy headteacher and other members of SLT and the necessary recommendations for improvement will be made to the Governors.