



Sleights Church of England  
(Voluntary Controlled) Primary School

# Behaviour Policy

2016

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.

The Governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that all persons are required to put Christian principles into practice.

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

At Sleights Primary School we expect all children and adults to be:

RespeCtful  
CarefuL  
HonEst  
AttentiVe  
PolitE  
HardwoRking

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 considerable nurturing.

### **Rewarding Children's 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' attitude and behaviour.

These strategies include:

#### **On-Going Individual Pupil Awards:**

- Good work;
- Effort;
- Positive attitudes;
- A weeks completed homework task etc. are rewarded with a smiley face on the child's work and a ticket for the class tub.
- Children receive a sticker in their book along with a special 'Headteacher's sticker' for their jumper when work is shown to the Headteacher.

#### **Ticket Reward System:**

- Every week each class is rewarded at a celebration assembly when a ticket is drawn and they can choose a treat from the box.

#### **Weekly Sharing Assembly:**

- Certificates are given at celebration assembly each week to at least one child from each class and also a Headteacher's award.
- These weekly awards are given for a range of reasons such as good work, good manners, helping visitors who come into school etc.

## **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 punish a child so there's no need to shout and be intimidating.
- Use a second member of Staff in difficult situations as a witness and for support.
- Avoid wasting lesson time.
- All staff are empowered to give sanctions.

Any exclusions are reported to the governing body.

### **In the classroom:**

- 1st warning - explain what is wrong.
- 2nd warning – write the child's initials on the board so they know they have lost some of their playtime.

### **Out of the classroom:**

- 1st warning - explaining what is wrong offering an alternative.
- 2nd warning – discuss with the child as to why they have lost some of their playtime.
- Severe misbehaviour – send to the Headteacher/ person in charge

In certain cases the parents will be contacted / informed by the class teacher and the Headteacher will invite parents into school to discuss their child's behaviour and monitor this.