



Behaviour POLICY

BEHAVIOUR POLICY

***'Who is strong?
One who has self-control'
(Ethics of the fathers 4:1)***

Aims of the Policy

- To foster a learning environment that encourages respect for all and in which all children reach their full potential. Inclusive practice requires that all children are treated equitably. This also means making adjustments to take account of individual children's special needs, but the wellbeing of all children is paramount and must be the first priority in the smooth running of a well ordered school community.
- To maintain an environment where there are good manners, acceptance and consideration for all and where everyone takes responsibility for their actions.
- To ensure the whole school community is aware of the expectations, rules, sanctions, and rewards and that we work in partnership as a staff and in association with families.
- To help pupils develop and learn self-discipline.
- To give pupils a sense of personal security along with the knowledge that their personal safety is being looked after in school, and is valued. For pupils to express their concerns in a constructive manner and that staff are available to listen.
- For our children to 'internalise' the policy – to know it and be secure with it, and accept it fully.
- For our children to know and be secure with, and accept the behavioural expectations of Simon Marks.

Our rules are:

- Be polite and kind at all times – swearing, teasing and bullying are never acceptable.
- Respect others.
- Respect all property in school.
- Children are only allowed in the school building under adult supervision.
- Always follow instructions given by a Simon Marks member of staff.

These rules apply to all settings in school, clubs and trips. Our standards of behaviour need to be consistent if our children are to become secure in knowing what is acceptable and what is not.

Desirable behaviour includes:

We aim to give positive reinforcement and praise as frequently as possible, and to avoid the build up of poor behaviour. We encourage the following behaviour:

- Good manners.
- Kindness, thoughtfulness, respect for opinions, values and property of others.
- Good time keeping and attendance.
- Sharing, taking turns and patience.
- Pride in schoolwork and in the learning environment.
- Self-discipline and self-motivation.
- Taking responsibilities and tasks seriously.
- Trying your best.
- Making right choices and knowing what to do better next time.

We acknowledge good behaviour by:

- Verbal praise
- Class reward systems - stamps, stickers, certificates.
- Sending children with good work to the Headteacher, or SLT
- Weekly certificates for two children in each class for: effort, achievement, behaviour and positive attributes.

All members of staff are responsible for:

- Familiarising themselves with the behaviour policy.
- Explaining the rules and re-enforcing them on a regular basis throughout the year.
- Making the rules accessible and clearly understood by all children.
- In class, developing two or three class rules and re-enforcing them.

Unacceptable Behaviour includes:

- Disruptive behaviour during lessons.
- Disrespect or disobedience.
- Leaving class without permission.
- Swearing or verbal abuse.
- Vandalism or destroying property.
- Stealing.
- Overt or covert bullying.
- Fighting, violent behaviour or physical attacks on other children or staff (always report to the Headteacher).
- Discriminatory behaviour.

Sanctions:

We use the following sanctions in the following stages. Focus on the desired behaviour not on the child being 'naughty'. We do not label the child:

1. First verbal warning – 'thinking time'
2. Second verbal warning - warnings may be recorded by faces/ names on the white board or individual visual cues depending on the age and stage (eg' *You are talking while I am talking and the rule says that we listen when the teacher is talking. Remember to listen well.*)
3. Time out in class or,
4. Time out in another class.

Reflection:

All children must be given the opportunity to reflect on their behaviour and teachers should use principles of restorative justice to engage the children in linking their actions to choices and consequences.

Exclusions:

We will follow the Learning Trust's advice on managing exclusions. The Headteacher reserves the right to issue fixed term exclusions for the following incidents:

- Verbal attacks (swearing) at a member of staff: Internal Exclusion.
- Depending on the serious extent of the incident: Fixed Term Exclusion.

Monitoring the Policy:

This policy is monitored in the following ways:

- Headteacher to discuss children causing concern with the Senior Management Team.
- Termly reports from the Headteacher to the governing body on any serious incident.
- Headteacher / SIP link to Learning Trust