



FOUR SWANNES PRIMARY SCHOOL

BEHAVIOUR POLICY

STATEMENT

We believe that high standards of behaviour can be achieved when all members of the school community – children, parents, governors, teaching and non-teaching staff feel involved and co-operate with each other

We believe that children respond best to a supportive and consistent approach. Our policy is based firmly on using incentives and praise and in developing childrens' self esteem by highlighting preferred behaviour. However the policy recognises the need for sanctions and these are clearly laid down.

AIMS

- To promote a positive approach to discipline through the use of clear and consistent whole-school guidelines.
- To encourage all members of the school community to display concern and respect for others and for their environment.
- To enhance self-esteem and thereby encourage children to become happy, responsible and caring people.
- To provide a caring, supportive environment in which children can gain confidence and become independent learners.
- To involve parents by consulting and informing them of policies and by working with them to promote wanted behaviour and deal effectively with unwanted behaviour.
- To create a “talking and listening” school where everyone’s views are listened to and taken seriously.
- To eradicate incidences of bullying, shouting, physical restraint, racism and humiliation by any members of the school community.
- To promote respect for moral values and for all races, religions and cultures.

SCHOOL RULES

There are five main rules:

1. Call everyone by their given name.
2. Keep feet and hands to yourself.
3. Put up your hand for attention.
4. Follow instructions the first time they are given and complete a task in the given time.
5. Be polite and courteous to all people at all times.

THE PLAYGROUND CODE

1. Play safely – no play fighting allowed.
2. We will play sensible games and not leave anybody out.
3. We will share space and apparatus fairly.
4. We will stop straightaway when the whistle blows or when an adult asks us.

CHARTER OF RIGHTS (DEVELOPED BY THE CHILDREN)

Every child has the right to:

- ❖ have friends
- ❖ be safe
- ❖ not to be bullied
- ❖ not to be scared to come to school
- ❖ have a good education
- ❖ have our views/opinions respected

PHYSICAL RESTRAINT

There may be occasions when reasonable force may be needed to restrain or control pupils. Please refer to “Policy for the use of force to control or restrain pupils”.

YELLOW CARDS

These are kept in all units. The cards are used when a member of staff needs urgent assistance from Headteacher e.g. a member of staff senses possible disruption due to inappropriate behaviour and he/she instructs a responsible child to take the yellow card to the Headteacher. No other dialogue ensues. The child is given an opportunity to clam down and reflect. Appropriate action is taken at the end of the session. If the Head is out the card is taken to the Deputy Head.

SANCTIONS

Sanctions should be proportionate to the incident. In some cases a simple verbal apology from child to child may be sufficient in low level incidents. Children should not be made to apologise in front of the victims parent unless the matter has been discussed and agreed by the perpetrators' parents or has been sanctioned by the deputy head or head teacher.

Minor incidents will be dealt with at the discretion of the class teacher. Advice should always be sought from senior staff for incidents of a more severe nature.

More serious incidents will involve the Headteacher, parents and IEP or a target sheet.

Extreme incidents always result in a formal meeting with parents and discipline by the Headteacher or Deputy Head.

Repeated or one off extreme incidents could result in fixed term or permanent exclusion. In which case, Hertfordshire CC procedures would be adhered to.

CIRCLE TIME

Circle time is a pleasant, comfortable time, when the class comes together for thought, enjoyment and self-congratulations. Problems can be discussed openly, either a whole-class problem, or an individual one and solved with the participation of the whole group. The emphasis is on help not blame.

REWARDS

Children achieve merits for behavior and achievements. Teachers also give rewards in the classroom in the way of sticker/star charts, raffle tickets and Golden time minutes.

Reviewed date: July 17

To be reviewed: July 2019