



## **Minsterley School** **Behaviour Policy**

All staff have a responsibility for behaviour management for all pupils at Minsterley School. We can prevent concerns escalating through a consistent and immediate response to low level behaviour issues. High expectations of pupil behaviour are held at all times throughout the day.

### **1. Principles of Behaviour.**

We believe very strongly that if children have a high sense of self worth and are in a caring, calm environment they will want to respond in appropriate ways.

We encourage positive behaviour in our school by actively promoting good behaviour. We do this through class and group work, school assemblies and the P.S.H.E. scheme of work.

Our children are encouraged to develop a good self-image and high self-esteem. They take responsibility for themselves and their work and they help in the running of our school. We want our children to feel valued and able to achieve. By supporting their efforts and praising their success we hope to ensure that all children will experience this and become responsible members of our community.

The guiding principle of how children should behave is that they should treat other people and other people's possessions in the same way that they would wish themselves and their property to be treated.

### **Implications this has for behaviour include:**

- a. Children should enter and leave school in an orderly manner.
- b. Children should know what is expected of them when they are in the classroom and behave accordingly.
- c. Children should move around school in a calm and orderly manner.
- d. Children should use lunchtimes and playtimes as opportunities for socialising with their friends in an appropriate way.

### **2. How our school's expectations of good behaviour are conveyed.**

Our parents are kept informed of school ethos and policies through open assemblies, parent evenings and frequent newsletters home. We also have information booklets and a parent's notice board. Our school prospectus and the School Profile include information of this nature. Our 'Home School Agreement' articulates our expectations as well as our commitments and is signed by all parents, pupils and the Headteacher. Close contact with parents and informal conversation enables the solving of many problems quickly.

Support assistants and supervisors meet regularly with the Headteacher to discuss behavioural issues. Specific issues are discussed with the class teacher and raised routinely at staff meetings.

We involve our children by group and class discussions, circle time and their own assemblies. By encouraging the older children to help the younger ones in their learning and play we hope to provide positive role models.

Adults in school are good role models for children, practically demonstrating the school's values when we talk to each other and talk to children and modelling the behaviours we expect to see in children.

### **3. Reinforcing good behaviour.**

The school shows that it values children in many ways including:

- a. Appropriate use of adult praise and encouragement.
- b. Rewarded with class dojo points.
- c. Good behaviour by children is actively highlighted and praised by teachers and other adults. Teachers generally praise the good behaviour of children rather than draw attention to poorer behaviour.
- d. Rewards, including stickers, used in classes. Each class to set up own system, which is age appropriate.
- e. Praise pads for exceptional behaviour/ work/ attitude.
- f. Visit Headteacher for positive praise/ sticker.
- g. Postcard home from Headteacher.
- h. When appropriate using 'Golden Time' or special time for an individual, group or class.

Many responsibilities are given to children, including looking after book corners, musical instruments and the library. As many children as possible are involved in this.

All children are represented by children on the 'School Council', which makes real decisions about school life and resources.

These and many other things have helped to create a positive atmosphere where children realise they are valued and behave accordingly.

### **4. Areas of concern that we regularly address are:**

- a. Children should only use acceptable language.
- b. Co-operative behaviour is encouraged at all times.
- c. Aggressive games are not allowed.
- d. Name calling is actively discouraged.
- e. Bullying.

### **Bullying**

See Anti-Bullying Policy for further information.

### **Sanctions for inappropriate behaviour.**

When dealing with inappropriate behaviour the teacher or involved adult uses strategies appropriate to that child. This may be:

- A 'look' or reprimand.
- A warning.
- One-to one discussion.
- Loss of playtime

- Send to Deputy Head by prior arrangement. It is the class teacher's responsibility to ensure the person they are sending a child to is free and available to deal with them not just send them without checking.
- Loss of privileges (e.g. time out of playtime, clubs, visits).
- A negotiated behaviour programme.
- Referral to the Headteacher.
- Discussion with parents or carers and senior leadership team to create action plan.
- Internal exclusion.
- External fixed term exclusion.
- Pupil planning meeting with LA.
- Permanent exclusion.

Any behaviour which has caused concern will be recorded on an incident form by a member of staff involved. These should then be given to the class teacher to complete follow up action before being handed over to the Headteacher.

At staff meetings and inter-staff discussions the Headteacher, teachers and support staff are made aware of children presenting persistent behavioural problems. This ensures a 'whole school' support system for the child and adults concerned. A weekly 'safeguarding' meeting is held between the Head Teacher and Deputy Head Teacher to share information about behaviour patterns and trends, external agency involvement and early help or safeguarding referrals.

#### **5. Mobile phones and devices in school**

Pupils should not have mobile phones or devices on their person whilst in school. We recognise some pupils will have mobile phones as a safety measure for walking to and from school unsupervised. In these cases all mobile devices must be handed to the office on entry to school and be locked in a secure location until the end of the day. They must be collected from the office so children are not on the school site unsupervised using mobile devices.

#### **6. Conclusion.**

The School is proud of the good behaviour of the children within school. This is largely due to the time and care taken in boosting children's self-esteem, being consistent and fair in our treatment of them, listening to them, and having high expectations of their behaviour.

**Written in September 2018**

**Due for review in September 2019**

