

INFORMATION FOR PARENTS

Misson Primary School

BEHAVIOUR POLICY

March 2017

INTRODUCTION

Positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning.

AIMS and OBJECTIVES

We aim to:

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Raise children's self esteem and help them to have confidence in themselves.
- Recognise that each child is an individual with their own needs.
- Help children to become aware of the needs of others.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Employ a consistent approach to behaviour throughout the school.
- Involve parents in the good behaviour of their children and encourage them to support our code of conduct.
- Develop an understanding of the importance of our rules in our lives and why they need adhering to.
- Positively involve pupils, staff and parents in a common purpose and direction.

THE SCHOOL'S APPROACH

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home/school partnership.

MAGIC RULES

At Misson Primary we have developed a simple set of five rules which we believe will be easy for our children to understand and follow. When unacceptable behaviour is dealt with clear reference will be made to the five rules, as a starting point for discussing why the behaviour was unacceptable.

These rules will be prominently displayed in each classroom and around the school. A copy of the rules will be stuck to the back of staff ID badges so they can refer to them when out of the school buildings.

Our Magic Rules

Misson is magic because we always:

- 1) Work hard and do our best
- 2) Have good manners and are thoughtful
- 3) Look after the school and everything in it
- 4) Listen and follow instructions carefully
- 5) Tell the truth

STAFF'S RESPONSIBILITIES

- Class teachers have day-to-day responsibility for the discipline of the children in their classes.
- Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.
- The Headteacher has overall responsibility for discipline during the lunchtime period. Responsibility for managing behaviour during the lunch break, both in the hall and at play, has been delegated to the senior midday supervisor and the other lunchtime supervisors.

HOW WE ENCOURAGE GOOD BEHAVIOUR

- Clear expectations of good behaviour are laid out and discussed in relation to our Magic Rules
- Anti-social behaviour is actively discouraged and mutual respect promoted.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education (S.E.A.L), religious education and collective worship.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.
- Where appropriate, good behaviour is praised either privately or publicly. Class teachers operate their own reward system within their classroom. There is the option to publicly praise good behaviour during 'Special Mentions' Assembly on Friday.
- High standards of behaviour are set through the example of the adults and children in the school.

- Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so.
- In certain circumstances, behaviour modification programmes may be set in place for specific children.

HOW WE DEAL WITH UNACCEPTABLE BEHAVIOUR

We talk calmly to the child who misbehaves, insisting that good behaviour is expected at all times. We reason with them and remind them of the school or class code of conduct.

In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally, or behaviour that irritates or offends to a marked degree is not acceptable.

A behaviour procedure was adopted by the whole school in Spring 2017. It is applied by all staff equally and fairly.

CLASSROOM PROCEDURE

1st incident	Child receives a warning card
2nd incident	Child loses 10 minutes the next break (5 minutes for children in the reception class)
3rd incident	If the unacceptable behaviour continues before the child has missed break time, they will be sent to another classroom for the remainder of the lesson. They will still miss their next break time. (Children in the reception class will be moved to another part of the reception classroom.)
4th Incident	If a child has been moved to another classroom and continues to demonstrate unacceptable behaviour, they will be sent to the head teacher. At the end of the day the child's class teacher will contact their parents to discuss the repeated unacceptable behaviour.

OUT OF CLASSROOM PROCEDURE

1st incident	A verbal warning is given
2nd incident	The child stands by the wall in the playground for 10 minutes (5 minutes for reception children)
3rd incident	If having been sent to stand by the wall the unacceptable behaviour continues, the child will be sent to see the head teacher.

HOW WE SUPPORT STAFF IN THE APPLICATION OF THIS POLICY

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed. We try to ensure that no member of staff is, or feels, isolated at any time.

SPECIAL NEEDS

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards. Areas of behaviour that need improvement are identified and targeted in the child's individual programme.

OTHER RELEVANT DOCUMENTS AND POLICIES

- Drugs education
- Anti-bullying
- Sex and Relationship Education
- Health and Safety
- Equal Opportunities
- Healthy Schools.

IN CONCLUSION

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.
