



# **Behaviour Policy**

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"Good behaviour is a necessary condition for effective teaching to take place."

The Governing Body and staff of Park View Primary School accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour as an important outcome of the educational process.

The children of Park view School behave very well for most of the time and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

### **Aims**

- To enable children to understand that acceptable behaviour is a result of mutual respect – respect for myself, respect for others, and respect for property.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.

This policy is consistently applied although staff will use their professional discretion.

### **STANDARDS OF BEHAVIOUR**

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **Expectations:**

This is our school and we look after it and the people inside it.

We are considerate, caring and tolerant of each other.

We treat others as we want them to treat us.

We treat other peoples' property carefully.

We accept responsibility for our own behaviour.

### **SCHOOL ETHOS**

The adults encountered by the children of school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;

- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability, disability, sexual orientation and transgender
- show appreciation of the efforts and contributions of all.

## **THE CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils. The active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons have clear objectives which are understood by the children, and differentiated to meet the needs of children of different abilities. Positive feedback as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays are used to support learning as well as to help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classrooms provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

## **RULES AND PROCEDURES**

Rules and procedures have been be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- kept to a necessary minimum;
- positively stated, telling the children what to do rather than what not to do;
- actively encouraging everyone involved to take part in their development;
- clear in their rationale and made explicit to all;
- consistently applied;
- promoting the idea that every member of the school has responsibilities towards the whole.

## **REWARDS**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praised, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievement. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

## **Consequences**

A learning approach is taken when dealing with any negative behaviour

All Adults in school must ensure that:

- It is clear what changes in behaviour are required.
- When consequences are used they are relevant and will be effective in modifying future behaviour for, example learning conversations and restorative conversations outside learning times.
- Group punishments are not used.
- It is be the behaviour rather than the person that is being discussed.
- Children are supported to make better decisions.

Staff use a range of de-escalation strategies including strategically ignoring unwanted behaviour, praising the positive, private expressions of disapproval, distraction and re-engagement techniques, stop and reset activities, calm down time.

Working alongside parents, the pastoral support lead and SENCO, teachers and member of the pastoral support team will develop pastoral support plans to ensure that the needs of children with more complex needs including SEMH needs are met. These will draw on a range of therapeutic and trauma informed approaches and will be regularly reviewed through a plan do review cycles to assess impact on groups and individuals.

If required additional specialist help will be accessed via the SEMH Panel this may result in advice from the Educational Psychologist or a Multi-Disciplinary Team approach. This will be managed by the SENCO/Pastoral Support Lead.

Exclusions both fixed term and permanent are reserved as a last resort. (Following the LEA guidelines).

## **COMMUNICATION AND PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class

teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Pastoral Support Team and then to the SENCO/Pastoral Support Lead, strategies will be discussed and agreed before using a Plan Do approach.

Positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies to support positive behaviour in school. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in managing instances of challenging behaviour and unmet need.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within the policy, and further disciplinary action will be discussed with the parents.

### **Strategies to be considered when dealing with disruptive behaviour**

1. Above all, keep calm. We all know how difficult it can be when a child is shouting or being rude or abusive but it is the only way to remain in control and have any chance resolving the situation.
2. Try not to shout. Although it is a natural reaction it can be counter-productive. Raising the voice indicates a loss of control. A Low, calm and slower response is much more likely to have positive results.
3. If a child needs to be removed from an incident they should be taken by the hand. This is natural and should not lead to misinterpretation. If the child refuses to cooperate the Head Teacher or SMT teacher on duty or another member of staff should be called. A message may be sent via a child if appropriate.
4. If a child has experienced any kind of distress learning conversations can only take place when the child feels calm and safe and is ready to listen this may even be the next school day.

**Date: October 2020**

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