

Great Dunmow Primary School

Behaviour Policy

Aims

1. To create an environment where pupils and staff are treated with respect and feel valued as individuals.
2. To encourage positive and appropriate behaviour throughout the school.
3. To create a calm and pleasant atmosphere to work in for staff and pupils.

“Rights come from what we value”. A right, therefore is not arbitrary. It explains the issues and behaviours we value, that we believe are right and proper. The three fundamental rights in a classroom (indeed in school generally) are:

- The right to feel safe
- The right to be treated with respect
- The right to learn

In the school

Preventative levels of discipline are strongly related to effective management and this will include seating plans, lesson planning and teaching methods, group management and developing rights, rules, responsibilities and consequences framework.

- All adults who come into contact with children must lead by example.
- The school should have clear, displayed guidelines (pictorial for younger children), which are regularly referred to. The class rules (or agreements) should be fair, clear and positive. The rules should be agreed by discussion, by staff and children and implemented by staff and peer groups.
- The Behaviour Policy throughout the school should be non-confrontational to avoid embarrassment, ridicule, sarcasm, ‘put downs’. The children should be spoken to quietly in the classroom.
- Staff should address the initial inappropriate behaviour and not concentrate on the secondary behaviour – the ‘last word’ syndrome.

- ‘Time out’ sessions should be available to those children with high level of disruptive behaviour who need time away from others in the playground. The place to go is usually Headteacher’s office.
- Staff should use positive correction whenever possible and be aware that the positive aspect of the rules is always more beneficial in results than the negative. For example:
 - Walk quietly
 - Hands up.

Sanctions

We should endeavour to use praise all the time; however, there are some occasions where sanctions should be in place. These occasions are when the pupils have been

- a) Deliberately anti-social to one another either in the playground or classroom.
- b) Disobedient to any member of staff.
- c) Rude to either staff or pupils.

The main sanctions would include:

- a) Missing a morning playtime.
- b) Missing a lunch playtime.
- c) Missing playing on the apparatus or football field.
- d) Missing an after school club.

The following sanctions may be applied, depending on the level of inappropriate behaviour and response to the school intervention.

- e) A child will be asked to go home at lunchtime or moved to another classroom if behaviour strategies are not successful.
- f) A temporary exclusion is put into place – e.g. 1-3 days.
- g) Permanent exclusion which will only be used when all other strategies have been explored.

In all exclusion cases, the school will contact parents by a phone call, followed by a letter.

Parents will be informed if anti social behaviour continues or the behaviour in the initial stages is likely to cause harm and distress to others.

The levels of contact with parents are:

- a) First level: parents are contacted by class teacher via behaviour form or meeting
- b) Second level: parents are contacted by Headteacher
- c) Third level: parents are invited into the school to discuss the problems with Headteacher and class teacher

There will be flexibility between the levels, depending on the incident or incidents. Modifying a child's behaviour can best be achieved through a consistent approach by parents/guardians/carers and the school.

“At the end of the day, discipline that is planned actually frees us to concentrate on a more relaxed teaching and learning environment, and enables the students to respect mutual rights – the essential factor in effective teaching and learning.”

Bill Rogers.

Staff Guidelines

To ensure the understanding and correct interpretation of discussion relating to behaviour, the following guidelines are advised:

- All serious incidents to be reported and recorded as soon as possible. A written report to be given to Headteacher.
- Staff to follow County/School policies and guidelines of which a copy is available.
- Two members of staff to be present at Interviews (formal or informal) with parents/guardians and a tape recorder.

Equal Opportunities

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the Behaviour Curriculum regardless of race, gender or class.

Signed:

Date:

To be reviewed: