

# Greenhaugh Primary School

## Behaviour Policy

---

### Rationale

Greenhaugh Primary School exists to serve its community and to provide a respectful, caring environment, incorporating positive values, where all children are helped to develop and learn to the best of their abilities. This policy seeks to provide staff, governors, parents and pupils with clear guidelines in order to promote good behaviour throughout the school which will ensure safety, enjoyment and effective teaching and learning.

### Aims

The aims of this policy are to promote our school values within a secure happy environment which will produce:

- Friendly, happy children with high levels of self-esteem and self-confidence who show respect for themselves and others.
- Children who are able to take responsibility for their own behaviour and demonstrate good citizenship skills both within school and within the wider community
- Pupils who develop good learning strategies; with the ability to communicate, concentrate, enquire and to work co-operatively and independently.

### Methods

The aims of this policy are achieved through the following four main methods:

#### 1. Relationships

The school endeavours to establish positive relationships between all members of the school community, This is achieved by:

- Modelling of values by all staff, where adults are seen working in collaboration and supporting each other and their pupils,
- Building strong and mutually respectful partnerships with parents;
- The PSHE/RSE and Citizenship programmes of study which teaches about relationships,
- The RE curriculum where multifaith teachings, values and beliefs are explored,

#### 2. Guidance and Support Mechanisms

Children are supported to develop their own behaviour management strategies in a variety of ways which may include:

- A whole school assembly/ discussion e.g. if there is an issue compromising safety in the playground, behaviour on the swimming bus.
- A class discussion e.g. where equipment is being lost or broken through carelessness, the behaviour of one or a number of pupils is impacting on others in the class.
- A small group of pupils, e.g. where a breakdown in a relationship between pupils or a difference of opinion needs resolving.
- Individuals, e.g. where a child does something inappropriate and needs support to help modify his behaviour, or a child needs support to forgive the actions of another.

### **3. Expectations**

Expectations of good behaviour for learning are reinforced at the start of each academic year and throughout the year in each class and are adapted should the need arise eg for an educational visit, following a risk assessment of an activity.

### **4. Rewards and Sanctions**

#### **Rewards:**

- Verbal praise
- Special mention in class or in Celebration Assembly
- Roles with responsibility given out such as milk monitor to raise self esteem
- Using stars/smiley faces on charts as an intrinsic reward
- Group strategies eg marbles in a jar working towards a group reward
- Class Dojo messages for Class 2 parents to celebrate consistent good behaviour

#### **Sanctions:**

1. Discuss with the child the behaviour expectation or instruction which should have been followed
2. Give the child the opportunity to reflect in a safe and non-threatening environment
3. Encourage them to understand the consequences of their action
4. The child should be asked to make recompense for their action if necessary

#### **For more serious issues:**

In addition to above:

1. Discuss problem with child and develop a strategy to overcome it.
2. The child should miss some playtime or there should be 'time out' of an activity.
3. It may be appropriate to discuss an incident with parents.

#### **Individual Pupils**

There may be a need to have clear learning plans for children who require support to show positive learning behaviours either in the short term or longer term. External agencies may need to be involved in drawing up these support plans

### **Responsibilities**

#### **Pupils should:**

- Take responsibility for own behaviour.
- Treat other people and belongings with respect.
- Think about how your behaviour affects others.
- Be thoughtful, use manners and show courtesy.
- Follow school or class expectations

#### **All staff should:**

- Follow the policy.
- Have high expectations of behaviour for learning and ensure consistent application of class and school expectations, rewards and sanctions.
- Be alert to signs of bullying and implement the Anti- bullying policy

**Parents should:**

- Work in partnership with school
- Maintain communications with school, letting the school know about any problem which may affect their child.
- Support the school's policy and rules.
- Attend parents evenings and discussions about their child

These responsibilities are reflected in the Home School Agreement which is signed by Teachers, Parents and Pupils on an annual basis.

**The Headteacher should:**

- Take overall responsibility for ensuring high expectations of pupil behaviour
- Ensure all staff are implementing this policy
- Take the lead in involving external agencies
- Ensure Governors are provided with reports of standards of behaviour

**Monitoring and Review**

This policy will be monitored through use of:

- Accident book held in admin office
- Records of incidents held in Behaviour and Safeguarding file (in locked cupboard in HToffice)
- Records of discussions with parents held in Behaviour & Safeguarding file

This policy should be read alongside our Anti Bullying Policy and SEND Policy.

The policy will be reviewed **annually**.