

Michael Faraday Primary School

Behaviour Guidelines

2016-17

Review Date: January 2017

MICHAEL FARADAY PRIMARY SCHOOL Whole School Behaviour Guidelines

Michael Faraday School Community has high expectations of children's behaviour. This document explains how we:

- Encourage good behaviour and discourage poor behaviour.
- Provide consistent and positive guidelines outlining how we should all act towards each other.
- Encourage common expectations and goals.

In partnership with parents, we seek to promote and sustain good behaviour and high academic achievement for all children within our school community.

We aim to provide an environment in which all children:

- Are safe and happy to learn
- Are treated with respect
- Receive an education that is appropriate to their level of ability
- Feel able to seek and receive advice and support from staff

We expect all children:

- To behave sensibly and not endanger the safety of other children or adults.
- To be truthful and honest and to respect others and their possessions.
- To avoid all racist, sexist or any other type of discriminatory behaviour
- To recognise and respect the authority of staff and adults in the school and to listen to them
- To be punctual and ready for work and to work to the best of their ability at all times
- To work calmly and quietly
- To value their own work and that of others and to finish work within a reasonable time limit.
- To organise themselves and their resources so that they can get on with their work
- To walk when moving about the school
- To talk quietly in all areas of the school

- To take care of the school and its equipment and keep the school tidy

HOW DOES THE SCHOOL ENCOURAGE GOOD BEHAVIOUR?

In school we encourage positive behaviour in the following ways:

- Setting clear, positive expectations in class i.e. "We will try to ..." rather than "Do not..."
- Building positive relationships with parents built on mutual trust.
- Sharing children's positive behaviour and attitudes to work in our achievement assemblies
- Using children's work and behaviour as positive role models within the classroom
- Giving lots of praise where it is due for good work and behaviour. The headteacher and other teachers also reinforce good behaviour in this way.
- Keeping parents informed about good behaviour, particularly where this is an improvement.
- Recognising sustained good behaviour and sustained improvements in behaviour with certificates.

HOW DOES THE SCHOOL DISCOURAGE POOR BEHAVIOUR?

When a child's behaviour is unsatisfactory, staff at the school will use a wide range of sanctions to discourage the child. Staff will usually choose the most appropriate means from the following:

- Spoken warning about behaviour or attitude to work, in the class or when the child is on his/her own

- Isolation within the class or separation from other children if they are being disruptive
- Loss of playtime, sitting on the bench or supervised in class with work to do
- Removal to another class or to the head teacher for a short period of time
- Exclusion from events in or out of school where a high degree of responsibility is expected.
- A letter to parents requesting a meeting to discuss their child's behaviour

Sometimes it is necessary for the head teacher to exclude a child from school. A child will be excluded for:-

- Physical assault;
- Persistent racist or sexist abuse;
- Behaviour which endangers the health or safety of another individual;
- Vandalism in school.
- Serious or persistent theft

Where this fails, a child will be excluded permanently from the school.

It is rare that the school resorts to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour. Parents are always kept informed if a child's misbehaviour becomes persistent or if they are involved in a serious incident. Teachers will take appropriate action from the following:

- Recording incidents in an incident book that helps inform parents where there is a pattern of bad behaviour or where a child persistently misbehaves.
- Verbal and written warnings from the head teacher about future sanctions which will be used if a child continues to behave in a particular way.

- Classroom discussions and agreements about behaviour
- Discussing a child's behaviour with other colleagues, or, with the parents' agreement, with outside agencies.