



# Michael Faraday Primary School

## Behaviour Policy

November 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 head-teacher 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.

Behaviour Guidelines

Adopted on behalf of the Governing Body by:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_