



## **Allendale Primary School**

### **Behaviour Policy**

At Allendale Primary School, we believe an educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every child matters. We will work together to develop our children as successful learners, confident individuals, effective contributors and responsible citizens by providing a safe and inclusive environment.

#### **All children have the right to:**

- ❖ feel safe and be protected in a peaceful learning environment
- ❖ expect that their parents/carers and staff work together to support them
- ❖ be free from inappropriate or threatening behaviour, abuse and intimidation

#### **All staff have the right to:**

- ❖ teach and support children in a calm and positive environment
- ❖ receive parents/carers help and support to aid children's learning
- ❖ be treated in a professional and respectful manner by all stakeholders
- ❖ be free from inappropriate or threatening behaviour, abuse and intimidation

#### **All parents/carers have the right to:**

- ❖ expect their child to be kept safe
- ❖ expect staff to listen to them and take appropriate action to aid children's learning
- ❖ be free from inappropriate or threatening behaviour, abuse and intimidation

We welcome visitors and volunteers to our school and expect that they too will observe this policy and act as positive role-models to all stakeholders.

***Failure to comply with this Code of Conduct will lead to a ban on entering the school and its grounds for a fixed period. A record of all incidents is kept and Governors informed of the circumstances.***

#### **Aims:**

The aims of our school are that all children have the right to be healthy, stay safe, enjoy, achieve and progress and make a positive contribution without fear of intimidation. We recognise that effective learning is closely linked to discipline so that positive relationships are formed between staff, pupils and parents / carers. We believe in a proactive and consistent approach to behaviour where children are actively encouraged to become responsible for their actions.

The school will encourage good behaviour in the following ways:

- ❖ Having a clear vision of the values which matter within the school and wider community. These values are self-respect, self-discipline, respect for others, honesty, trust, fairness, tolerance and compassion.
- ❖ Providing a welcoming and safe environment in which everyone is valued and a high standard of behaviour is encouraged.

- ❖ Delivering a broad, balanced and stimulating curriculum to develop responsible citizens with a respect for self and others, an appreciation of different cultures, a healthy lifestyle and a pride in our school community and their place within it.
- ❖ Providing high quality learning experiences to develop successful, independent learners.
- ❖ Promoting high expectations of attainment and achievement and celebrate success of all.
- ❖ The Golden Rules of the school are shared and agreed to by all children and staff. These are displayed in all classrooms and around the school as a reminder.
- ❖ Helping children have a clear and acceptable view of right and wrong.
- ❖ Children learn by example as well as by rule. All staff and parents have a substantial responsibility in setting a good example.

### **Key influences on behaviour:**

- ❖ Children need to know and understand the boundaries of acceptable behaviour.
- ❖ Children, staff and parents are aware of the Traffic Light behaviour management system adopted in school.
- ❖ All staff should have high expectations of the children and make clear what is expected of them.
- ❖ Rules and responsibilities should be discussed within each class so that children have involvement in the process.
- ❖ Developing and increasing children's self-esteem and confidence so that they have the skills to manage their behaviour and take responsibility for the choices they make.
- ❖ The Headteacher has an important role in promoting high standards of children's behaviour and in encouraging positive relationships within the school community.
- ❖ All staff should be proactive in setting strategies to promote positive behaviour.
- ❖ Teachers need to assess frankly and objectively reasons for poor behaviour and address these needs accordingly.
- ❖ Interventions need to be carefully judged by staff, using their knowledge of individuals to secure the desired change of behaviour.
- ❖ It is recognised that the role of all staff, teaching, non- teaching and lunchtime supervisors is vital in achieving a whole school approach.

### **Rewards:**

We believe in the value of rewards in promoting and recognising positive behaviour.

These include:

- ❖ Praise from staff
- ❖ Praise from the Headteacher
- ❖ Recognition of good behaviour
- ❖ Special certificates, stickers, house points and praise pads.
- ❖ Golden Time in classes
- ❖ A special responsibility.
- ❖ Prominent display of children's work to show how it is valued.

No school, however positive or imaginative, can eliminate behaviour difficulties entirely but we as a school will have a range of strategies in place to support and encourage positive behaviour. These strategies will be reviewed on a regular basis.

### **Actions to discourage unacceptable behaviour:**

- ❖ Reinforcement of golden rules
- ❖ Loss of part or all of playtime
- ❖ Withdrawal of responsibilities
- ❖ Time out
- ❖ Support from TAs to put strategies in place which are agreed with the pupil.
- ❖ Enlisting the support of senior staff
- ❖ Contacting parents to discuss concerns
- ❖ Working with parents to encourage positive behaviour, exploring any underlying reasons for the behaviour and being consistent in approach to the strategies put in place
- ❖ Withdrawal from clubs / after school activities or school trips, in extreme circumstances with due regard to pupil and staff safety
- ❖ Internal exclusion, (lessons out of class for a fixed period of time)
- ❖ Exclusion from school, (as a final resort)

### **Unacceptable behaviour:**

The following are some of the actions we would define as being unacceptable

- ❖ Physical, verbal, sexual, cyber or emotional bullying, ( either direct or indirect; see anti-bullying policy)
- ❖ Physically hurting others
- ❖ Threatening behaviour
- ❖ Verbal abuse including swearing
- ❖ Racist or sexist behaviour / harassment
- ❖ Insolence or rudeness
- ❖ Refusing to listen or refusal to follow instructions
- ❖ Stealing
- ❖ Lying
- ❖ Lack of respect for people and property
- ❖ Prejudice towards disability
- ❖ Disrupting other pupil's learning.

The types of behaviour described above are extremely rare but completely unacceptable. If happening regularly, they are likely to incur the ultimate consequence at our disposal, which is exclusion. Parents will be informed in writing of the length of the exclusion and the reasons for it as outlined in local authority procedures. A meeting will be arranged with the HT for readmission of the pupil and agreed conditions for the return to school will be discussed. In certain cases, an outside agency support service may be involved in meetings and discussions about child's behaviour. Parents

will always be involved in any referral process and will have the opportunity to speak to any support service whose advice is sought for a particular pupil.

If a parent makes a complaint about the behaviour of another pupil, the school will take this seriously and investigate any alleged incident that has taken place. Under no circumstances will any member of staff discuss the behaviour of another pupil with the concerned parent.

**Addendum for 2020-21:**

We expect a high standard of behaviour from all pupils and that they follow the school rules and expectations to keep themselves and everyone else safe in school. Although most children have experienced a prolonged absence from school due to COVID-19, this will not be used as an excuse for poor behaviour.

Educating and encouraging children to behave in a responsible and respectful manner is a core value at our school, enabling children to become caring and responsible citizens.

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September 2020

Review Date  
September 2021