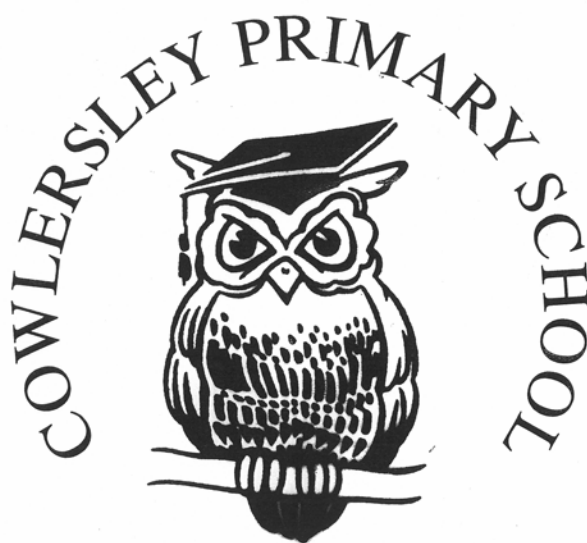


Cowlersley Primary School

Behaviour Policy



Date reviewed: *Autumn Term 2009*

Date to review: *Autumn Term 2010*

Cowlersley Primary School Behaviour Policy

Cowlersley Primary School has a commitment to ensuring all in our school community feels valued and respected and that each person is treated fairly.

Aims & Expectations:

- Good behaviour is recognised and rewarded as we believe this will develop an ethos of kindness and co-operation.
- Children have simple and clear guidelines for their behaviour so all are treated fairly and the policy is applied in a consistent way.
- Children know and understand what is expected.
- Children can work in a positive environment where they feel happy, safe and secure.
- Children 'own' the rules by negotiating with their peers and class teacher so that the school community can work together to help everyone to learn.
- If rules are broken children understand the reason for the consequences and are encouraged to take responsibility for their own actions.
- Every member of the school community feels valued.
- Positive encouragement and praise is key to raising self-esteem, self – image and self motivation.
- All adults act as positive role models.

Rewards:

These include;

Praise

Stickers

Certificates

Achievement assembly

Workshare assemblies, where work is celebrated

Positive comments on work

Sharing work with others
Golden Time

Our school acknowledges all the efforts and achievements of children both in and out of school.

Consequences:

Cowlersley Primary School employs a number of consequences to ensure a safe and positive learning environment for all. Each consequence is employed appropriately in each individual situation.

We believe it is important children know what will happen if they choose to misbehave and that there are consequences for their actions which are applied consistently and fairly.

Consequences

1. Verbal warning
 2. 2nd verbal warning – discussion around class/school rules
 3. Time out (Class teacher to decide on length of time as appropriate to the individual. Also teacher to decide on a suitable place for the time out to occur, for example a partner classroom, again this is dependent on the child concerned).
 4. Blue card issued
 5. Child sent to Headteacher (if unavailable a member of the SMT)
- If a child is displaying disruptive behaviour that is either physically or verbally aggressive a red card (with the class name on) will be sent to the school office where a member of the office staff will alert the Headteacher or member of the SMT so that they are able to provide support. (Strategies on Individual Education Plans need to be followed).
 - Continuous misbehaviour will result in parents / carers being invited in to school to discuss their child's behaviour with appropriate staff, for example, Headteacher, class teacher, SENCo and to identify the support required (IEP, External agency support, LA Behaviour support services).
 - If a child's behaviour shows no improvement after all available options have been explored by the school, then a child may be excluded for a fixed term.

- A fixed term exclusion will be given if in the Headteacher's opinion an incident is serious enough for other prior strategies not to be employed, for example physical violence towards a member of the school community, abusive language, vandalism to school property.

Record, Monitor and Evaluate:

- Class rules are discussed and established at the start of the school year with the children, these are displayed in the classroom. 'Circle time' is used to discuss incidents of anti-social behaviour.
- School does not tolerate bullying – refer to the anti-bullying policy.
- As appropriate members of the teaching and support staff are trained in 'Team Teach'. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or others
The actions taken are inline with government guidelines on the restraint of children. All incidents are recorded in the 'Serious Incident' log located in the main school office.
- Incidents of disruptive behaviour are recorded and monitored termly by the SMT and this policy is reviewed annually.
- It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions or permanent exclusions.