



Pondhu
Primary School

Behaviour & Anti-Bullying Policy

Policy Number M 12

Date of First Agreed:	
Date of Last Review:	Spring 2014
Date of Next Review:	Spring 2016

PONDHU PRIMARY SCHOOL
Behaviour Policy



Rights Respecting Schools:

Article 3: Best interests of the child

Article 4: Protection of rights

Article 19: Protection from all forms of violence

Article 28: Right to an education

Aims

- To create an environment in which children and adults feel secure and which promotes and encourages good behaviour
- To define and teach acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and good relationships
- To ensure the school's standards of behaviour are known and understood by the children, parents and staff
- To encourage the involvement of both home and school in the establishment of good behaviour

Standards of Behaviour

In addition to the School's obvious role in the academic development of the children, it also plays a central role in their social and moral development. The children bring a wide variety of behaviour patterns to school and we must work towards generally accepted standards of behaviour based on the principles of honesty, mutual respect, consideration and responsibility. Acceptable standards of behaviour reflect these principles. These standards are to be continually strived towards.

School Ethos

We provide a rich, stimulating and balanced curriculum which captures children's interests and inspires a love of learning. Our inclusive teaching strategies enable all pupils to realise their full potential. Learners develop their independence, resilience, empathy and confidence to embrace challenge. Children acquire a deeper awareness of their rights and responsibilities as global citizens now and in the future.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classroom management should develop independence and promote personal initiative.

We will ensure that our teaching methods encourage enthusiasm and active participation of all. Praise is used to encourage both good behaviour and good work.

As a Thrive school we follow the VRF system of crisis management in extreme cases. These include:

Attunement – meeting the child's emotional intensity so as to connect with their joy or pain.

Validation – recognition of how the child is experiencing the event and not trying to persuade the child out of having the feeling they are having.

Containment – being able to stay thinking and feeling about child's intense feelings without deflecting into action. Containment through boundaries and carried through consequences.

Soothing – To use calming tone, touch, eye contact. This is crucial when the child's bodily arousal system and brain's stress response systems.

Rules in School

General rules apply everywhere within the school. However these are agreed with the children in the form of a classroom charter.

There are specific golden rules that apply to Key Stage 1 and EYFS.

Each class has an agreed charter based on our RRSA work and these are discussed, agreed and signed by each class at the beginning of the school year.

There are also playground charters, agreed and signed by all the children.

A flow chart detailing the process and consequences of dealing with unacceptable behaviour has been written and agreed in conjunction with the pupils. (see attachment to policy)

Bullying

Bullying is a particular form of unacceptable behaviour and should cases of bullying occur, the School Anti-Bullying Policy will be implemented.

Rewards

We try to reinforce good behaviour rather than to highlight failures. We use rewards to motivate children towards good behaviour and to show that good behaviour is valued. We praise individuals and groups both informally and formally. Praise is used to reward maintenance of good standards of behaviour as well as noteworthy achievements.

In addition to praise, house points, stickers and "in it to win it" cards are used. House points are a reward for good work and 'in it to win its' reward consistently good behaviour and attitudes. Certificates for Star Pupil per year group are given at the end of each week. Golden Time is given for good behaviour.

Sanctions

Although our main emphasis is on rewards to promote good behaviour, there will be times when sanctions are required to express disapproval of unacceptable behaviour and in order that the children understand that there are consequences to their actions.

Sanctions are applied in class in hierarchical order and include the loss of Golden Time.

Most instances of poor behaviour are minor and dealt with through the sanctions outlined above. Parents will be informed and involved in more serious incidences.

In isolated cases where anti-social, disruptive or aggressive behaviour is frequent and sanctions are ineffective, every effort is made to adjust procedures to eliminate these as contributory factors. If necessary additional help is sought from external specialists. Ultimately exclusion, temporary or permanent (following statutory guidelines) is the last resort.

Emergency Procedure

Should the occasion arise when a child becomes a danger to themselves or others, minimum restraint will be used to maintain safety and diffuse the situation. A senior member of staff will be called to the scene immediately. Parents will then be informed without delay and appropriate action taken. (See Restraint Policy)

This policy was reviewed in Autumn 2014 and will be reviewed again in Spring 2016.

