

# **Behaviour Policy**

## **Freedom Thinkers Education**

### **RATIONALE**

We wish to promote a safe and caring environment for all in school, where positive behaviour is encouraged so that effective learning and teaching can flourish and the children have every opportunity to participate, to achieve and to raise attainment.

### **AIMS**

- To develop pupils' sense of self-discipline and understanding of responsibility for their own actions.
- To promote and develop a culture of raising self-esteem, respect for others and positive relationships throughout the school.
- To provide a supportive structure in order to maximize opportunities for effective learning and teaching to take place.

### **LEARNING AND TEACHING**

Positive relationships are vital for successful learning and teaching in school. Staff, therefore are as constructive as possible, setting a positive example for our pupils. We do this by:

- teaching the children what good behaviour looks like
- teaching and reinforcing the benefits of good behaviour
- setting and maintaining a calm, secure environment in class
- using good classroom management

### **IMPLEMENTING THE POLICY**

#### **Classroom management**

#### **Teachers discuss with their pupils:**

- what is acceptable and what is unacceptable behaviour
- what pupils can expect as recognition of good behaviour
- what will happen if pupils choose to engage in unacceptable behaviour.  
(Emphasise that they are making a choice.)

### **It is reasonable for all pupils to expect staff to:**

- manage classroom behaviour by applying the policy in a fair, consistent and caring manner
- set a good example in their own behaviour
- teach and provide work at an appropriate level and ensure that all pupils have the opportunity to work to their full potential
- encourage good work habits
- ensure that all pupils enter and leave classrooms in an orderly manner
- never leave the class unattended unnecessarily
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### **In return, pupils are expected to:**

- come to school equipped to work, with pencil, ruler, eraser and the appropriate books for the day
- prepare sensibly for lessons on arrival in class
- take care of their own and others' equipment, including the school's
- listen to the teachers' lessons and instructions and follow them accordingly
- show respect for the teachers and other members of the class by not disrupting or interrupting the work of others
- follow school and class rules and behave in a safe manner

### **Raising and Sharing Behaviour Issues**

In all classes, children are supported in raising and sharing social, behavioural and friendship issues:

- the above includes playground games and behaviour
- issues are shared during class meetings

### **Pupil Incentives**

Throughout the school, children are given opportunities to apply for and do classroom jobs. We have a range of strategies to give older pupils in particular a voice in school, social and environmental issues. They can also represent the school on occasions and we offer many opportunities for pupils to develop self-esteem and show initiative and enterprise.

## **REWARDS AND SANCTIONS**

### **Rewards**

Every classroom is a positive learning environment where good behaviour and achievement will be recognized, discussed and encouraged.

### **Sanctions**

Staff use a range of strategies when dealing with children who present challenging behaviour. It is recognized that some strategies are more appropriate than others with different children in different situations.

It is inevitable however, that some pupils will choose to misbehave so the following consequences may include (but not be limited to) the following:

#### **Class teacher**

- Verbal warning
- Official warning
- Time out in another class
- Possible playground exclusion (detention)
- Sent to the principal

#### **Principal**

- Contact with parents
- Behaviour sheet
- Classroom exclusion
- Individual behaviour plan
- Expulsion

Staff use their professional judgement to determine the consequences of each individual incident. The pupil must be told that he/she is choosing to do this.

It may be that a few pupils might benefit from the regular support and feedback of a structured behaviour monitoring system.

## **Very Serious Incidents**

In the case of very serious misbehaviour, the child will be sent to the principal and a parent will be contacted immediately. Criteria for a serious incident could include (not exclusively):

- Deliberate defiance
- Physical or severe verbal abuse
- Spitting
- Danger to self or others
- Leaving school without permission
- Bullying
- Racism
- Vandalism

School staff will always take a serious view of such incidents and parents will be contacted to discuss next steps.

## **Playground Behaviour**

Our playground supervisors encourage and support fun and friendly play. It may be appropriate to place a child on playground exclusion – ‘detention’. This should be used as a sanction for poor playtime behaviour and may extend to a whole week.

## **RESPONSIBILITIES**

All staff, including visiting and supply staff, office and janitorial staff, support and teaching staff, share responsibility for promoting the Positive Behaviour Policy throughout the school’s shared areas including corridors, halls and school grounds. All staff therefore look for ways to encourage and reward good behaviour and deal with inappropriate behaviour.

Classroom teachers ensure the policy is implemented fairly and consistently and keep appropriate records.

The principal ensures the understanding of the policy and reviews it with staff annually.

## **MONITORING, EVALUATING AND REVIEW**

- At the start of each year, staff meeting time is given to reading and discussion of this policy
- Discussions will be with all staff
- There will be observation of policy in practice
- Feedback from pupils and parents will be noted and reflected upon

We are, as a whole staff, committed to supporting and encouraging pupils to manage and improve behaviour, raise self-esteem and regard for others and to develop positive attitudes towards learning. At all times, staff endeavour to work in harmony with each other and with parents, pupils and staff from other services where available. It is the aim of the school to do what is best for the individual pupil and for all of the children in our care to ensure that Freedom Thinkers Education is a safe and positive environment in which effective learning and teaching can flourish.