



GREAT MISSENDEN CHURCH OF ENGLAND COMBINED SCHOOL

BEHAVIOUR FOR LEARNING POLICY

INTRODUCTION

The Foundation of our Behaviour Policy is;

**“Do for others what you want them to do for you”
(Matthew 7:12)**

School discipline is based on strong, caring relationships between teachers, children and parents. We want our pupils to develop self-discipline through example, discussion and learning to live with others.

AIMS

- **To encourage a calm, purposeful and happy atmosphere within the school**
- **Expectations are clear and children feel safe and supported**
- **To acknowledge and value achievements at all levels**
- **Our children learn to accept responsibility for their own behaviour**
- **A consistent approach to behaviour is adopted throughout the school, by teaching and non-teaching staff**
- **This is backed up by parental support and involvement**

Good behaviour is expected in every aspect of school life; in the classroom, in the playground, during extra-curricular activities, on visits and trips and in the way the children move around the school site. We want our children to set an excellent example. In assembly, our expectation is that children will sit quietly and listen. On visits, our children are expected to be “ambassadors” for the school. They are taught that their behaviour matters, and that courtesy and good manners will be recognised and appreciated.

CHILDREN’S RESPONSIBILITIES

- To work to the best of their abilities
- To allow others to do the same
- To treat others with respect
- To obey instructions from school staff
- To take care of property and the school environment
- To co-operate with others towards shared goals

STAFF RESPONSIBILITIES

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging and relevant curriculum
- To create a safe and pleasant learning environment
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim
- To recognise each child as a unique individual and to be aware of their (special) needs

PARENTS' RESPONSIBILITIES

- To make children aware of appropriate behaviour in different situations
- To encourage independence and self-discipline
- To show an interest in school activities
- To foster good relationships with the school
- To read and sign the "Home – School Agreement"
- To be aware of school rules and expectations
- To support the school in the implementation of this Behaviour Policy

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

We recognise that good order has to be worked for, it does not simply happen. "Problems" are normal where children are learning and testing the boundaries of acceptable behaviour. This is a daily, on-going process.

At Great Missenden, we emphasise positive behaviour strategies and high expectations rather than focusing on punishments. We believe that good behaviour is achieved through a balance between freedom and control, outlined in three words, our "3 R's".

- **RESPECT for each individual and their property**
- **RESPONSIBILITY for one's own words and deeds**
- **RELIABILITY; being consistent, truthful and co-operative**

These qualities can be achieved if we create and sustain the right learning environment. Pupils do not misbehave if they are on-task. We need to offer well prepared and stimulating lessons which extend and motivate our pupils. There must be a good "match" between pupil and task. Disruption in class is often caused by pupils who are either

overwhelmed and confused by too difficult a task, or bored by one that is too easy. We should also aim to;

- **Mark or feed back on work promptly and constructively**
- **Be punctual**
- **Keep and attractive, clean and tidy room and insist on a litter-free building and site**
- **Maintain interesting wall displays**
- **Aim to ensure that all children experience success through their efforts**

REWARDS

We use a number of systems for recognising and encouraging good behaviour. Stickers and other individual rewards are used in class. House points are given for helpfulness and considerate behaviour and these are added up across the whole school to find a winning team each week. We also have a weekly assembly when each teacher chooses a child from their class to have their name written in the “Brilliant Book”, receive a golden sticker and be congratulated by the whole school. The children are very keen to receive this accolade. Children can also earn “Golden Time”, and teachers use different methods such as marbles or pasta added to a jar to recognise children’s good efforts.

Our policy is to offer praise whenever we can to support and motivate our pupils, remembering that.

CORRECTION DOES MUCH BUT ENCOURAGEMENT DOES MORE

SANCTIONS

We accept that it is the responsibility of all staff to maintain discipline initially themselves and to deal appropriately with all cases of misbehaviour.

TO IGNORE IT IS TO CONDONE IT

Our first step is to encourage the children to sort out their own difficulties and conflicts, giving them strategies for doing this and helping them to reach a successful conclusion. Children are taught to be assertive, to express their feelings calmly and to resolve conflict without resorting to violence, swearing or abuse.

1. In a classroom context, misbehaviour will first be identified verbally by the teacher and a target or warning given. A “Code of Conduct” is displayed in every class and reference may be made to this.

2. Sometimes the child may be moved to work at another table. The teacher will at all times try to minimise the disruption and continue with the lesson for the benefit of the other children in the class.
3. If misbehaviour is repeated and up to three warnings have been given and not heeded, the pupil may be removed to another class for the remainder of the session. The Key Stage Co-ordinator, Deputy Head or Head Teacher may be involved
4. The child's name will be recorded in the Behaviour Log which is kept in the staffroom.
5. If a child's name appears in the Behaviour Log twice in a week or on a regular basis, parents will be informed and asked to come in to the school to discuss their child's behaviour. We will then work together to find solutions. Home-School Link books can be effective in bringing about change. Privileges can then be awarded or withdrawn and children clearly see the consequences of their own actions.
6. We follow the County Guidelines on temporary and permanent exclusions as a last resort, but our aim is never to "give up" on any child.

GUIDELINES FOR OUR STAFF

- Devote time and attention to drawing up the class "Code of Conduct". Update it if necessary, to reflect current concerns
- Avoid punishing whole groups, if possible
- Avoid any punishments which humiliate pupils
- Avoid confrontations
- Listen, establish the facts. Judge only when certain
- Use punishments sparingly
- Impose sanctions that are appropriate to the level of seriousness of the behaviour
- Imposition of sanctions should not be based on the tolerance level of the teacher being exceeded but rather because the child has broken an agreed rule
- It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child

WHEN TELLING CHILDREN OFF

AVOID: **Over-reacting**
 Sarcasm
 Ridicule
 Physical Contact

DO: **Keep Calm**
 Carry Out Threats
 Be Consistent
 Be Specific

PLAYTIME AND LUNCHTIME BEHAVIOUR

We expect children to show the same respect to teachers and mid-day supervisors out in the playground as they do to adults in school. They should listen when they are being spoken to and not “answer back”.

Mid-day supervisors are able to give stickers to reward and encourage good behaviour. These are equivalent to one house point. They have read the Behaviour Policy and have been involved in writing this section. We have a four stage procedure for incidents in the playground:

1. A verbal warning is given, with an explanation if necessary, so the child is clear about what to do or stop doing, and the consequences.
2. If a child continues to misbehave, or is in such a state that they need to be removed from the playground temporarily they are asked to sit on the thinking bench (KS1) or stand on the spot (KS2).
3. If the behaviour continues, the child's name is entered in the Lunchtime Behaviour Book which is kept in the dining room. The child is told that a second entry into this book will result in parents being contacted. The Lunchtime Behaviour Book is checked regularly by the Deputy Head and entries are compared to the Behaviour Log in the staffroom.
4. If a child's name is entered more than once in the Behaviour Book in one week, parents are asked to come in to school to discuss the matter, either with the class teacher or Head/ Deputy Head.

CONCLUSION

- **Children want to feel safe and secure within the framework of an ordered, shared and understood society**
- **Children can identify boundaries between acceptable and non-acceptable behaviour**
- **Children thrive on praise and encouragement**
- **Children want to know exactly where they stand**
- **Children can negotiate change**
- **Children want life to be fair**
- **Children want to succeed**
- **Children want to respect and trust adults**
- **Children like sensible, fair rules that they have helped formulate**
- **Children enjoy belonging to the school community**