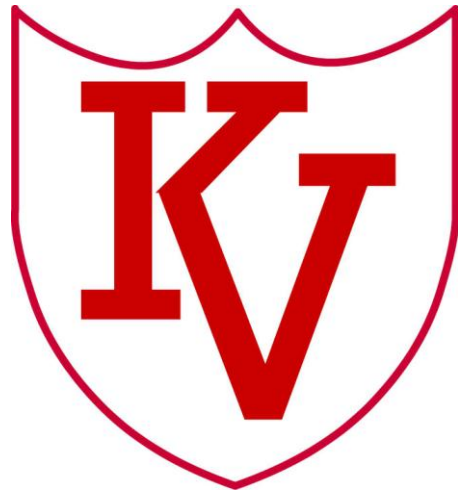


Knowsley Village Primary School



'RESPECT FOR ALL'

Good Behaviour Policy

Mission Statement:

Our school vision is to create an outstanding school that improves pupil's life chances and prepares for lifelong learning in the 21st Century.

To achieve this we will prioritise key principles and values across the school.

Key Values

- **Responsibility**
- **Expectation**
- **Success**
- **Perseverance**
- **Enthusiasm**
- **Care**
- **Teamwork**

Key Principles:

- **Achievement and Standards** - We will set high expectations for all our pupils which we will reinforce constantly as they go through school. We believe children can realise their potential with the right teaching and support.
- **Behaviour and Safety** - Our school is characterised by a respectful, caring and orderly environment. Behaviour in lessons is exemplary so that teachers can teach and children can learn. Behaviour outside of lessons is one of friendship, care, teamwork, smiles and laughter.
- **Teaching and Learning** - Nothing is more important than the excellent teaching, underpinned by high quality teaching, learning and the curriculum to ensure that no child is behind or stuck. We draw on evidence and experience of the best ways to achieve excellent outcomes for all children.
- **Leadership and Management** - We will be a small school so that every child is known well by every member of staff. Positive relationships and communication between pupils, parents, staff and the community will reinforce and develop further a culture of excellence and commitment to all learners.

"Knowing the way, going the way then showing the way."

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this statement is in line with the Equality Act 2010.

Responsibility Expectation Success Perseverance Enthusiasm Care Teamwork

Objective:

The school values guide and support positive behaviour so we are able to:

- achieve the highest level of personal, social and moral development
- provide a safe environment where every person is valued and respected as part of the school community
- develop positive attitudes to all people regardless of gender, race and disability
- develop positive attitudes towards learning and academic achievement

Aim:

In Knowsley Village Primary we will:

- encourage a calm, purposeful and happy atmosphere
- foster positive and caring attitudes towards everyone
- recognise and value achievement
- encourage increasing levels of independent learning
- encourage self-discipline and choices so that every child learns to accept responsibility for his/her own behaviour
- have consistent and clear behaviour strategies, rewards and sanctions – a whole school approach
- ensure that the rules of acceptable behaviour are clear and understood by all children, staff and parents

Method:

- Knowsley Village Primary School encourages and reinforces the importance of positive behaviour, responsibility and choices. **The Code of Conduct, School Values, Positive Behaviour Policy and Anti Bullying Policy** will be used to underpin our rules, behaviour strategies and procedures
- A whole school approach has been agreed so that rules, rewards and consequences are used in a consistent manner, dependent **on age, ability, aptitude and disability**. Our behaviour policy provides a clear set of procedures that are familiar to all members of staff and children. Meetings are held with parents to explain rewards and consequences.
- Class rules, reward charts, and values will be displayed in every classroom
- Both positive and inappropriate behaviour choices will be recorded in a consistent manner. This is done informally in the classroom via the 'Choices Book' and on the playground via the 'Lunch Time Books' and formally by the Headteacher and Senior Leadership team on either a Staff Concern form or a Behaviour Concern form.
- Parents are informed over consistent good behaviour or persistent inappropriate behaviour. The reporting of persistent inappropriate behaviour to parents is dependent on age ability aptitude and disability.
- Positive behaviour will be rewarded and celebrated in a variety of ways
- Racism, violence or bullying in any form will not be tolerated and will be investigated by Headteacher and the Senior Leadership Team and formally recorded on the appropriate form.

- The home/school contract and Code of Conduct supports our partnership with parents, both of which are essential for developing a safe and happy school environment.
- All members of the school community – children, parents, teachers, visitors and all staff follow are expected to follow our behaviour guidelines and treat others with respect
- Teachers recognise the importance of a challenging and interesting curriculum, good classroom management and an emphasis on raising self-esteem in order to nurture good behaviour
- As well as developing personal, social and moral skills; it is intended that the Good Behaviour Policy and Guidelines will create a positive learning climate and ethos that supports effective Teaching and Learning, achievement and progress.
- To maintain strong behaviour and safety systems and practices through parental and Governor support of the school good behaviour management procedures and policy

Our Core Beliefs

The school values guide and support positive behaviour so we are able to:

- Achieve the highest level of personal, social and moral development
- Provide a safe environment where every person is valued and respected as part of the school community
- Develop positive attitudes to all people regardless of gender, race and disability
- Develop positive attitudes towards learning and academic achievement

Inappropriate behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is the most effective, but where this fails, we have clear, firm and intelligent strategies in place to help pupils manage their behaviour.

The support of parents is essential for the maintenance of good behaviour. We, as a school, along with parents need to have a clear understanding of our rights and responsibilities.

In Knowsley Village Primary we will:

- Encourage a calm, purposeful and happy atmosphere

- Foster positive and caring attitudes towards everyone
- Recognise and value achievement
- Encourage increasing levels of independent learning
- Encourage self-discipline and choices so that every child learns to accept responsibility for his/her own behaviour
- Have consistent and clear behaviour strategies, rewards and sanctions – a whole school approach
- Ensure that the rules of acceptable behaviour are clear and understood by all children, staff and parents

Everybody has the right to be treated with respect.

Respect has to be given in order to be received. We believe that parents and carers, pupils and teachers all need to operate in a culture of mutual respect

What the law* says: Maintained Schools

1. The headteacher must set out measures in their school behaviour policy which aims to:

- promotes good behaviour, self discipline and respect;
- prevents bullying;
- ensures that pupils complete assigned work;

And which - regulates the conduct of pupils

2. When deciding what these measures should be the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body.
3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008).

7. Parental engagement. After the Deregulation Act 2015, Schedule 16 paragraph 2 is commenced in January 2016 schools will no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

*** January 2016 – DfE Guidance: Behaviour and Discipline in Schools. Advice for Head teachers and School Staff**

When formulating this policy, we have followed this guidance and reflected on the 10 aspects of school practice that, when effective, contribute to the quality of pupil behaviour:

- A consistent approach to behaviour management, teaching and learning;
- School leadership;
- Classroom management, learning and teaching;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;
- Liaison with parents and other agencies;
- Managing pupil transition
- Organisation and facilities.

We believe consistent experience of good teaching engages pupils in their learning and this has a positive impact on behaviour.

The consistent application of good behaviour management strategies helps pupils understand the school's expectations.

School Leadership

Effective leadership in school is central to creating a climate of security and good order that supports pupils in managing their behaviour. The Headteacher and governors have a critical role in identifying and developing values and expectations that are shared by pupils, parents and staff. All members of the school leadership team have a responsibility to 'lead by example'.

Leadership to support positive behaviour is shared across the whole staff, including senior leaders, classroom teachers and support staff. Parents also have a responsibility to support the high expectations of the school. Governors play a pivotal role by monitoring and supporting the policies they have adopted.

In partnership with parents, we set high expectation for pupils and staff in all aspects of the school's life and show how they are to be met:

By clear codes of conduct;

At Knowsley Village we ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day;

Senior leaders model the behaviour and social skills they want pupils and staff to use at all times;

Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

Rewards and Sanctions

At Knowsley Village Primary we:

- Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- Ensure that planning about behaviour improvement is informed by statistical information;
- Use praise and rewards to motivate and encourage pupils;
- Make pupils aware of sanctions that will be applied for inappropriate behaviour choices, such as reflection time.

Behaviour Strategies and the Teaching of Good Behaviour

At Knowsley Village Primary we will ensure:

- All staff understand and use consistently, the behaviour management strategies agreed by the governing body and school community;
- Effective policy and practice is based on accurate information;
- School staff use pupil tracking systems to identify positive and negative behaviour;

- Ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour;

Children learn that all behaviour is a choice and that consequences follow on from their choice. Good choices result in positive consequences and inappropriate behaviour choices result in sanctions.

Children understand the hierarchy / progression of the consequences and because they are applied consistently by all adults in the school, they know exactly what will happen if they continue to make inappropriate choices. This consistent approach enables adults to remain firm but fair.

Risk assessment

- Staff are aware of this policy & their responsibilities
- This policy is to be used in conjunction with Health and Safety, Safeguarding and Child Protection Policies

In the writing of this policy the head teacher has consulted with children, staff, parents and governors, as determined under section 89 of the Education and Inspections Act 2006.

Appendix 1 - School Rights and Responsibilities

Appendix 1:

School Rights and Responsibilities

Right	Responsibility
I have a right to learn.	I am responsible for my learning by making sure I am ready to learn and by making good behaviour choices I am allowing others to learn.
I have a right to teach.	I am responsible for my teaching and making sure I am ready for the lesson by being prepared and by being fair.
I have a right to be respected.	I have a responsibility to treat everyone with respect.
I have a right to be heard.	I have a responsibility to listen to others without interrupting.
I have a right to use school property.	I have a responsibility to use property and equipment properly and treat it with respect.
I have a right to know what the school rules are.	I have a responsibility to follow them.
I have a right to a safe school.	I am responsible for helping to keep it safe.
I have a right to be told the truth.	I am responsible for being honest.