

**SINGLETON C.E. PRIMARY
SCHOOL**

**POLICY FOR GOOD BEHAVIOUR AND
PERSONAL AND SOCIAL EDUCATION**

Summer 2015

CONTENTS

1. Singleton School Behaviour Code
 2. Introduction
 3. Principles
 4. Creating the right environment
 5. Our Expectations
 6. Assertive Discipline Plan
 7. Bullying
 8. Personal and Social Education Lessons
 9. Routines
- Appendix - Playground Policy

Singleton School Behaviour Code

OUR GOLDEN RULES

TREAT OTHER PEOPLE HOW YOU WANT TO BE TREATED

Be kind and helpful - don't hurt other people's feelings

Be gentle - don't hurt anyone

Work hard and do your best - don't waste time

Listen - don't interrupt

Tell the truth - don't tell lies

Look after things - don't waste or damage things

INTRODUCTION

- The teaching of personal and social skills and good behaviour is an important aspect of any child's education and particularly so in a faith school where Christian values permeate our interactions.
- To be effective, education must involve a partnership between home and school.
- We feel it is vital that both sides in this partnership support each other by encouraging the same behaviour patterns from children.

- Research indicates that children learn best and behave best when they know what is expected of them, when they are positively encouraged to behave well, have ample opportunity for success and when they are fairly and appropriately treated if they misbehave.
- The purpose of this document is to set out these expectations and how we develop and encourage these important life skills.
- This policy has been developed as a clear code of conduct which children, parents, staff and governors can understand, support and adhere to.

PRINCIPLES

In line with the UNCRC and as a Rights Respecting School we believe that:

1. Singleton School should provide a happy, caring, secure environment based on Christian values in which children feel valued, respected and enjoy learning.
2. Through experiencing success and appropriate praise, children should be helped to develop a positive attitude to themselves and to others.
3. Children's individuality should be respected and their natural impulse to learn cultivated.
4. Children need to develop independence, confidence and responsibility.
5. Expectation of children's work and behaviour should be high and consistent.
6. A consistency of approach and continuity towards behaviour helps the learning process.
7. Children's achievements in all areas, (including non-educational achievements) should be given due recognition.
8. Good behaviour needs to be encouraged to give pupils, staff and parents a feeling of common purpose.
9. A framework of social education needs to be given to children to encourage them to learn the rules of social interaction between themselves and others.
10. A grounding in good standards of behaviour and social education at primary school level should equip the child for life in the wider community.

These 10 principles outline the requirements for:

- good relationships and behaviour throughout the school
- an appropriate curriculum which is effectively delivered
- a stimulating and supporting environment

We actively ensure that these principles are maintained by the following:

- looking for the positive and giving praise and recognition
- taking an interest in the 'whole' child - out of school interests, family, etc.
- appreciating each other's problems and working together to develop strengths
- valuing what they've done
- expecting them to take responsibility for others as well as themselves
- encouraging thought about the consequences of their actions
- giving them jobs and responsibilities and trusting them to do them
- building a collection of teachers' books and resources in the staffroom to assist staff with ideas and activities to teach these skills
- ensuring the principles set out in our Teaching and Learning Policy are implemented

CREATING THE RIGHT ENVIRONMENT

Our school prospectus states that we aim to provide an environment that lives out Christian values. We strive to do this by

(a) encouraging the children to learn to live co-operatively with others

we do this by:

- adults setting a good example
- showing we care
- giving opportunities to share and help others and work together
- encouraging listening to each other
- giving opportunities to be heard
- expecting children to say sorry whilst apologising ourselves if we're wrong

- expecting both adults and children to use names when greeting and addressing each other
- expecting adults and children to demonstrate courtesy and good manners
- smiling!

(b) encouraging self-discipline and endurance in the children

we do this by:

- not ignoring any anti-social behaviour
- giving responsibilities and time limits
- encouraging independence through routines
- involving children in decisions and reasons for rules
- expecting children to finish tasks
- creating structures where children and adults are valued - mutual self respect

(c) encouraging trust between the children and adults

we do this by:

- having clear attainable limits
- not betraying a child's confidence, in line with safeguarding procedures
- being fair, honest and consistent in our dealings with children
- listening and attaching importance
- not making idle promises or threats
- explaining why we are asking children to do or not to do things
- explaining change

OUR EXPECTATIONS

We believe that a consistent approach should be achieved by all adults.

We expect children to care

- for others in the school and local community
- for our school, its grounds and equipment
- for their work and how they present it
- for the work of others
- for themselves and how they look
- for wildlife

The adults will encourage the children to do this

- by setting a good example
- by positively seeking for examples of caring behaviour

- by rewarding caring behaviour
- with an occasional focus on one aspect of behaviour (e.g. in assembly)
- by supporting local charities and events
- by sharing the same expectations for tidiness in school, grounds, personal belongings and following it through consistently
- by setting realistic targets according to age and ability
- through positive reinforcement of work, reward for good work or effort
- by sharing in the joy of each others achievements
- by taking pride in the school's achievements
- by expecting children to wear appropriate clothing and footwear

We expect children to show consideration

- for other members of the school at all times
- for adults in the school
- for visitors in the school

The adults will encourage the children to do this:

- by setting a good example
- by treating other people (including children) as you would like to be treated
- by insisting on politeness at all times (using names, please, thank you, sorry)
- by acknowledging others' feelings about personal events, e.g. birthdays, bereavements
- by sharing information and communication
- by welcoming and introducing visitors and remembering school may be unfamiliar to them
- by avoiding making unnecessary work for others (e.g. cleaners).

We expect children to show concern

- that our school is a fair and happy place for everyone
- for people, animals and plants in our school and its grounds
- for those who are sad, lonely, hurt or are in trouble
- that each classroom is a safe and welcoming place

The adults will encourage the children to do this:

- by setting a good example
- by having an 'open door' policy for parents
- by encouraging children to help look after school grounds
- by responding appropriately to events at home affecting children
- by having classrooms that are attractive and tidy
- by encouraging children to look out for those who might be left out and make sure they are included.

ASSERTIVE DISCIPLINE PLAN

Teachers and other adults are expected to be assertive by clearly and firmly communicating their expectations to the children and being prepared to reinforce their words with appropriate actions.

If we are consistent, children will know the boundaries that have been set for acceptable and unacceptable behaviour.

Our three-part assertive discipline plan consists of Rules, Rewards and Consequences.

RULES

These are set out in the Behaviour Code and Playtime Policy and children are reminded of them regularly.

OUR EXPECTATIONS ARE CLEAR; THERE IS NO PLACE FOR VIOLENCE, VANDALISM, STEALING, HARASSMENT, BULLYING, RUDENESS OR BAD LANGUAGE IN SCHOOL.

REWARDS

Good behaviour and work need to be recognised:

- through verbal praise
- by sharing achievements with others in class or school
- by informing parents verbally or through the home/school book
- by awarding stars, stickers or privileges

CONSEQUENCES

Staff will use a range of behaviour strategies as appropriate to the situation. This may be in consultation with other staff, particularly if the pattern of behaviour becomes a significant issue.

Exclusion procedures can only be initiated by the Headteacher, who will follow the guidelines given by the LA

BULLYING

Our major aim is to prevent incidents by ensuring that from their very first day at school, our children understand that bad behaviour will not be condoned, accepted or ignored. Positive reinforcement of this awareness on a regular basis will take place through assemblies, drama and class discussions.

Bullying may be described as a **repeated conscious** desire to hurt, threaten and frighten someone else. Bullying involves either physical, psychological or verbal aggression. (However, not all aggression is necessarily an act of bullying). It is not, however, the accidental, one-off careless knocks and bumps that happen from day-to-day.

BULLYING WILL NOT BE TOLERATED

Such behaviour contravenes the school ethos, aims and code of conduct. Any child indulging in such behaviour will be made aware of their actions and the consequences. Each case will be dealt with according to the particular circumstances and, where appropriate, parents will be informed by the Headteacher and sanction procedures will be initiated.

PERSONAL AND SOCIAL EDUCATION LESSONS

Much of the teaching of personal and social skills and good behaviour is part of the 'hidden curriculum' - it is part of our school ethos. However, more formal opportunities for teaching these skills are also planned for assemblies and class lessons.