



The Federation of North and South
Cowton Community Primary School and
Melsonby Methodist Primary School



POLICY FOR ACHIEVING GOOD BEHAVIOUR

| Document Status | | | |
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| Success Criteria for review completion | | Responsibility | <i>(Chair)</i> |
| Date of Policy Creation October 2013 | Adapted school written model | Responsibility | <i>Stuart Priestley</i> <i>Chair of governors</i> |
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| Method of Communication DB and hard copy policy folder | | | |

At the Federation of North and South Cowton Primary School and Melsonby Methodist Primary School we emphasise and encourage positive achievement, and praise good behaviour.

This document is written to guide all permanent, part-time or visiting staff in achieving good behaviour in this school.

We believe that the achievement of good behaviour in school is a shared responsibility between the school and parents.

Home School Agreements further reinforce the roles of the pupils, parents and school in achieving good behaviour.

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour.

The quality of relationships between all individuals in school is of utmost importance.

A calm, purposeful orderly and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning.

Communication is vital and all pupils and staff need to know exactly what is expected of them.

Aims

We encourage:

- Fostering harmony, cooperation, tolerance, courtesy, respect and consideration for others;
- Awareness of acceptable behaviour ;
- Actively demonstrating acceptable behaviour;
- All children to be responsible for their own behaviour;
- All children to understand our “steps” system and use it to modify their behaviour as appropriate;
- All children to develop their understanding of acceptable/unacceptable behaviour through opportunities for reflection.

Rewards

Rewards should be encouraged and given out as often as possible, thereby placing the whole emphasis of school on achievement, effort and positive aspects of life in general. Children may receive marbles that are put into a class pot. Periodically, usually every Friday during the celebration assembly, each class empties it's pot of marbles into a larger container. Once a certain mark on the main pot is reached then the children have a whole school treat.

Presentation/Celebration Assembly

Every week a presentation/celebration assembly takes place for all pupils.

This includes:

- Star of the Week certificates (one from each class) with an opportunity for the recipient to “dip in the box” to select a small treat;
- French Star of the week;
- Specific School Achievements for good work in class, good behaviour etc;
- Sporting Achievements;
- Other Awards;
- Recognition of Pupils’ achievements out of school;
- Extra playtimes: ‘Golden Time’;
- Marble jar reward.

Sanctions

Follow system in steps

Each class displays the symbols, rainbow, sunshine, rain and thunder symbols to highlight the sanction and reward process.

1. Everyone begins the day on sunshine with the aim to end the day on the rainbow.
2. A first reminder/warning will be given for behaviour that falls below expectation
3. Should there be a failure to improve, then a pupil moves on to ‘rain’, has a 5 minute time out and loses 5 minutes of golden time.
4. If the behaviour continues, the pupil moves on to ‘thunder’, their parents are informed and another 5 minutes of golden time is lost.
5. Pupil misses part of playtime and catches up on work

In order to get onto the sunray and then rainbow, children must consistently show good listening skills, respect, following instructions, sensible behaviour, independence, brilliant concentration, excellent effort and exceptional manners and kindness. As the children move up the system they gain more golden time to a maximum of 30 minutes.

Dealing with Difficult Behaviour

There may be a small number of pupils who give further cause for concern and who may need more specifically focused, individually based programmes of behaviour and learning management. It should be recognised that certain children may have other underlying problems which may lead to perceived ‘difficult behaviour’ and responses in situations like these should be proportionate and carefully considered. Specialist help may need to be sought.

- Move away from the group.
- “Time out” during playtimes.
- Sent to head teacher. (Headteacher reserves the right to modify sanctions as varying circumstances dictate).
- Withdrawal of privileges.
- Speak to parents

Behaviour management/record charts may be used with individual pupils to monitor behaviour and report to parents.

The teacher should record all information, which will be useful if external agencies become involved.