

Bewcastle School Behaviour and Attendance Policy

Behaviour Policy: Governing body principles

We seek to foster a sense of community and responsibility for actions amongst the children and we believe that this is not achieved by keeping them in a straightjacket. As the children progress through the school they are given increasing responsibilities and have to make an increasing number of decisions, designed to equip them for life in their next, and larger, school and to ensure that they have some responsibility for their own education here.

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To protect children from bullying, harassment, verbal or racial abuse and to treat each of these elements as a serious breach of conduct
- To value every child for who they are and not just for what they do.

Teaching Positive Behaviour

We believe that all behaviour is learned. Children therefore need to learn good behaviour and we need to teach it, either directly or indirectly, by concentrating on the following qualities.....

- *Helping the children to*
- Develop independence and organisation
- Have a good self-image and self-esteem
- Be self motivated
- Reflect on their actions and operate self-control
- Be attentive to the needs and feelings of others
- Show perseverance
- Co operate with adults
- Collaborate with other children;
- Empathise with others
- Be honest

We believe that all staff at school have a responsibility to actively help children develop these qualities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly.
- Setting appropriate boundaries for children's behaviour.
- Showing empathy and understanding of children.
- Listening to children.
- Showing respect and understanding to everyone in the school community.
- Providing feedback in an informative way to children.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Using negative consequences to discourage the learning of inappropriate behaviour.

Responsibilities

Staff Responsibilities

- To treat all children fairly and with respect.
- To help all children to develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To use positive and negative consequences clearly and consistently.
- To be a good role model.
- To form positive relationships with parents and children.

Parents' Responsibilities

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To support the school in implementing this policy.
- To be aware of what the school expects with regard to behaviour.

Children's Responsibilities

- To take responsibility for their own behaviour.
- To contribute to their own learning.
- To treat others, their belongings and the environment with respect.
- To show consideration for others.
- To consider the effects of their actions on others and learn by their mistakes.
- To approach staff whenever they witness bullying, harassment, verbal or racial abuse.

Consequences of action

We expect all children to behave appropriately at all times. To encourage this, good behaviour is encouraged and praised.

Behaviour which is inappropriate, is dealt with as and when it occurs and is proportionate to the misdemeanour.

Because our school is small with an adult/ pupil ratio of about 1/8, supervision of children is quite thorough and serious incidents of bad behaviour are rare. On the odd occasion when a serious incident may occur parents will be informed and further sanctions may take place such as fixed term exclusions. However, these occasions are few and far between and most behavioural lapses are contained within the normal procedures of school life.

We aim at all times to project the school experience as akin to that of a large extended family. Children usually respond positively to this and older children are encouraged to promote good examples of behaviour, which they generally do.