

Osmotherley Primary School
&
Swainby and Potto CofE (VA) Primary School

Osmotherley - Mission Statement

At Osmotherley Community Primary School, we hold the values of hope, wisdom, peace, justice, friendship and trust at the heart of everything we do. We will equip all of our school family members with the skills and attributes necessary to fulfil their potential in the wider world. Through our engaging curriculum and high standards and expectations, we strive to enable our young people to be creative problem solvers, connected with, and having respect for, the outdoors and the environment. It is our mission to make learning irresistible for all.

Swainby and Potto - Mission Statement

As a Church of England Voluntary Aided Primary School, we hold the Christian values of hope, wisdom, peace, justice, friendship and trust at the heart of everything we do. We will equip all of our school family members with the skills and attributes necessary to fulfil their potential in the wider world. Through our engaging curriculum and high standards and expectations, underpinned by our Christian foundation, we strive to enable our young people to be creative problem solvers, connected with, and having reverence for, the outdoors and the environment. It is our mission to make learning irresistible for all.

BEHAVIOUR AND DISCIPLINE POLICY

This policy will be implemented in conjunction with, and taking account of, the principles set out in policies on equal opportunities, racial awareness and accessibility.

Introduction

This document is a statement of the aims, principles and strategies for implementing and promoting good behaviour at Osmotherley Primary School.

Good behaviour is necessary for effective teaching and learning. The school promotes generally accepted and high standards of behaviour. This allows all members of the school community to work together harmoniously towards the fulfillment of their potential.

What we mean by Good Behaviour

At Osmotherley Primary School we will endeavour, at all times, to encourage children and staff to be:

- Caring and friendly
- Quiet and hardworking
- Respectful and courteous
- Helpful to one another
- Thoughtful and considerate of others

Aims

The aim of our school is to provide a happy, caring, secure and friendly environment where children and staff in school relate positively, so that learning can be effective and the development of self-esteem and self-discipline can occur.

In particular we aim:

- To encourage a sense of confidence, security and self-discipline
- To foster an awareness of justice and fair play

- To promote awareness of and respect for the rights of others
- To encourage respect for rational argument. (knowing when to speak and when to listen)
- To advocate non-violent ways of resolving conflict.
- To teach children to exercise personal responsibility and always to be positive representatives of their school.
- To promote an appreciation of the importance of democratic decision-making, through giving children a voice in the school.

Curriculum¹

The first and most important factor contributing to good behaviour and discipline is the provision of an appropriate curriculum. All pupils should be fully involved. Well-motivated pupils learn effectively and so we strive to deliver a broad and balanced curriculum, relevant to the needs of each child. A variety of methods and styles are used in order to continually engage, challenge and inspire our pupils.

Ethos and Atmosphere

The school strives for an atmosphere of caring and mutual respect between adults and children. This is essential to establish high standards of behaviour and discipline, and to promote the personal and social development of all the people associated with the school.

The school environment also affects children's behaviour. For this reason the school is well maintained and kept clean, tidy and safe. Everyone in school works to provide a cheerful and welcoming environment in which learning takes place.

Good work is well displayed and an assembly on Mondays each week gives an opportunity for children's successes and achievements to be recognised, and for good behaviour and thoughtfulness towards others to be acknowledged and rewarded.

THE ROLE OF THE TEACHER IN ESTABLISHING AND MAINTAINING GOOD BEHAVIOUR

Research recommends that good behaviour is promoted when teachers:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are.
- Plan and organise both the classroom and the lessons to ensure pupils are engaged in their learning and to minimise the opportunities for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Continually observe or 'scan' the behaviour of the class, maintaining a purposeful working environment.
- Be aware of, and control their own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson, and explain why they are necessary.
- Analyse their classroom management performance and learn from it, seeking always for better performance and outcomes for the children.

Rules

Children are encouraged to understand the need for rules within school, the same way that laws are needed in society at large. The school fosters a respect for property and an awareness of the rights, duties, needs and responsibilities of the whole school community.

Children are encouraged to produce a class code of conduct, and have developed a more general code of conduct for the whole school.

Discipline

We encourage the highest standards of collective and self-discipline. Positive attitudes and values are further encouraged through a system of rewards and sanctions that are supported by the ethos of the school.

Rewards

The emphasis should always be on positive encouragement rather than on negative criticisms and punishment. Praise is given in many ways and ranges from verbal praise, written remarks on good work, stamps and stickers, sending children to a colleague for praise, showing good work in assembly and awarding certificates for a variety of reasons, including good work, helpfulness, kindness, etc.

Monday assemblies are used to celebrate success and achievements. The children who are rewarded have their names recorded in the Silver Book.

Sanctions

If a child is behaving badly or being disruptive the following strategies are employed.

1. Talk the matter over with the child
2. Talk to other teachers.
Move the child within the classroom.
3. Denials of playtime –an opportunity for a breath of fresh air and some exercise will be given, but not full playtime.

Persistent anti-social behaviour or bullying or physical harm to another person, will result in meetings with parents and in the drawing up of a behaviour contract between school and child that is supported by the parents. Behaviour modification strategies will be agreed.

Where a child's behaviour becomes so unacceptable that sanctions are regularly invoked, careful records will be kept by the class teacher listing the details of the incidents as well as sanctions applied. Children with persistent behavioural difficulties are constantly under review and whole staff discussions, which include the lunchtime supervisory assistants, will be held regularly.

The Head teacher is to be kept fully informed when any child is persistently misbehaving, so that parents can be informed. The Behaviour Support Advice Service will be consulted about actions to help the child and their parents to manage the poor behaviour. Where such behaviour is proving disruptive to the education of the child's peers, or the efficient running of the school, exclusion will be considered. In such a case the school will follow the guidelines laid out by the LEA.

The member of staff on duty monitors discipline during morning and afternoon breaks. Lunchtimes are the responsibility of the mid-day supervisors, overseen by members of staff in school. Staff take joint responsibility for pastoral care and for implementing the discipline policy of the school.

SCHOOL STATEMENT ON BULLYING

Bullying is never acceptable. All cases of reported and suspected bullying are investigated and acted upon immediately. Parents of the victim and the perpetrator will be contacted immediately.

Appropriate action will be taken to resolve the matter. On this issue the co-operation and support of the parents of all the children involved is expected, so that this destructive behaviour can be halted at once.

Discussions are held with the children on what bullying is and how to deal with it. We regularly obtain the children's views on this subject and all children are aware that they can bring any concerns to the members of staff.

We consult parents, governors and members of staff on our behaviour policy and bullying statement and take account of their views.

Policy dated November 2013

To review :November 2015

Signed.....

Chair of Governors

Signed.....Head Teacher