

The Rookeries Carleton J, I
& N School

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Behaviour Policy



Date Reviewed: September 2018

Next Review Date: September 2019

Signed Chair of Governors:

Date:

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Our Ethos

At The Rookeries Carleton Junior and Infant School, we endeavour to create a safe, caring and happy environment, where all individuals feel valued and part of a community. We believe in an ethos which is supportive and positive and where individuals can develop both personally and intellectually. The school environment and its organisation contribute much to our ethos and to the overall standard of pupils' behaviour. The responsibility of developing the ethos and good behaviour in our school is a shared one, and we value the contributions of Governors, all staff, pupils and carers.

The central purpose of this policy is to encourage good behaviour in order that pupils may access the curriculum effectively and develop emotionally and socially. Discipline is a system of rules that encourage good behaviour. It is the ethos and system which aims to encourage in pupils an acceptance and recognition of responsibilities for their decisions and actions.

School features that contribute to good behaviour include the following:

- The quality of leadership
- Good relationships between adult and child, between children and between adults.
- Care and development of the physical environment
- A well-planned curriculum matched to the needs of the child
- Effective classroom management
- High expectations of standards of work and behaviour
- Pastoral care
- A commitment by all staff to the policies and ethos of the school
- A positive relationship between home and school.

Our Aims:

The staff and governors of this school aim to make The Rookeries School a place where:

- Everyone is important and is valued.
- Everyone is happy and enjoys coming to school.
- Everyone is expected to engage in positive behaviour, encourage others and aspire to do their best.
- The learning environment is positive, caring, attractive, safe and friendly.
- Children, staff, governors and parents want to learn and achieve, and they have the confidence and support to do so.
- Children make good progress and achieve well, within an environment which is exciting, challenging and thought provoking.
- There is open communication within school, with parents and in the community.
- Everyone respects the views, feelings and property of others. This extends to the wider community and the multi-cultural society in which we live.
- All adults and children are given equal opportunities, in all aspects of school life. Discrimination of any kind is not tolerated.
- Individual strengths of any kind are recognised, celebrated and developed. Weaknesses are acknowledged and supported, and seen as opportunities for progress.

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School Rules

The school rules, stemming from the above aims, are discussed regularly with all members of the school community and they are on display around the school buildings. We achieve high standards of behaviour through consistent application of these rules, and it is expected that all pupils and staff will promote them and adhere to them. A system of rewards and sanctions is in place to support the application of the school rules (see Behaviour Guidelines).

Our rules state that we will:

Respect

Be polite to everyone
Pay attention to others
Do as adults ask
Think safe, keep safe
Look after our school
Try your best
Be in the right place

Partnership with parents

We believe in encouraging parents/carers to take an active part in their children's education. Parents are encouraged to be involved in school life by:

- Helping in school in a variety of ways
- Discussing their child's progress
- Receiving special achievement letters
- Attending formal and informal meetings
- Accompanying children on school visits
- Taking advantage of Family Learning opportunities
- Joining in socially at PFA functions
- Contributing to and supporting the 'Supporting Me to Learn Plans'
- Contributing to and supporting the Home School Agreement
- Receiving information in newsletters, invitations and reports

Partnership with other agencies and the wider community

We foster good relationships with those agencies that may offer support or guidance to individuals or to groups of pupils in the development of positive behaviour e.g. Educational Psychology Service, Social Services, Health Service, Police.

We enjoy and nurture good relationships with a variety of different groups that belong to or contribute to the local community and the overall development of our pupils e.g. Carleton High School, the parish church, visiting theatre groups and local environmental or historical groups.

Equal Opportunities

All adults and children are given equal opportunities, in all aspects of school life. Discrimination of any kind is not tolerated. Everyone has a right to be treated with respect, regardless of gender, race or ability and we will not tolerate behaviour that is offensive, abusive or inappropriate. We also respect the differing needs of girls and boys and

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recognise that behaviour expectations may need to be modified according to the child's age, maturity or special needs.

This policy was written in consultation with:

The children, who contributed to the whole school, classroom and playground rules and to the development of a more positive play environment through discussions in assemblies, lessons and student council meetings

All staff through discussion in staff meetings, assemblies, class discussions and INSET days.

Parents who comment informally and formally on all aspects of school life, those who attend parents meetings and those who contributed to the formulation of the Home School Agreement.

Governors, through discussion at Governing Committee Meetings.

Other school documents that relate to this policy are:

Guidelines for promoting good behaviour

Anti-Bullying Policy

Inclusion Policy

Attendance policy

Positive Handling Policy

Home School Agreement

Staff and student handbooks

Health and safety policy

Race equality policy

Safeguarding and Child Protection policy

Drug awareness policy

Policy for Special Educational Needs

Monitoring and evaluation

The positive ethos and practices related to good behaviour are continually reviewed, discussed and amended as necessary throughout the year.

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Next review September 2019