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**Stokesley Primary Academy**

**Policy Statement for Behaviour 2018-2019**

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## POLICY ETHOS

At Stokesley Primary Academy, we aim to develop a happy, caring environment where staff and children work together to show respect, courtesy and consideration to others and to develop self-esteem in members of our community.

**We believe:**

- There should be a collective responsibility for behaviour management within the school.

- Good behaviour needs to be taught and supported by praise; it is not automatically learned.

- As teachers, we can help children to modify and change their behaviour but only with the support of parents.

Our aim is to encourage children to make a choice about their behaviour and to teach them how to make the right choice.

**In order to achieve this we will:**

- Establish a clearly understood behaviour management system, incorporating rewards and consequences, reinforced in the Assertive Mentoring system.

- Work closely with parents to reinforce and encourage a high standard of behaviour.

 **ASSERTIVE DISCIPLINE**

The school follows a clearly set out, whole school approach to discipline that emphasises the difference between appropriate and inappropriate behaviour. Expectations regarding behaviour are established with the children and followed throughout the school. The scheme is based on praise, recognition and rewards. It also sets out clear consequences and aims to keep parents informed about their child’s behaviour.

The main focus of ***Assertive Discipline*** is appropriate behaviour. It provides incentives for children to make the positive decision to choose appropriate rather than inappropriate behaviour. It also ensures children are aware of the consequences that follow from breaking the rules. The procedures are implemented in a consistent manner throughout the whole school hence children know quite clearly what is expected of them and how inappropriate behaviour will be dealt with. This removes the need for argument or hassle if the rules are broken.

**THE RULES**

**The main school rules are:**

* Follow directions
* Keep hands, feet and objects to yourself

- Take care of equipment

- Listen while the teacher is speaking

**The classroom discipline plan has three aspects:**

- Rules the children should follow at all times.

- Rewards children will receive for following the rules.

- Consequences that will result if children choose not to follow the rules.

### REWARDS – below is a list of some of the main rewards used throughout the school at the discretion of the teacher.

- Praise

- Smilies/Dojos

- Class points

- Show work to other teachers or Head

- Certificates and positive notes home (PARTS)

- Celebration assemblies

- Class rewards

## CONSEQUENCES - for choosing to disobey the rules

- C1 (warning)

- C2 (5 minutes after session)

- C3 (5-10 minutes after session)

- C4 (isolation and letter home)

Two C4 isolations in a half term results in:

- C5 (lunchtime detention)

A further C4 isolation in a half term results in:

- C6 (school report and meeting with parents and child)

A further C4 isolation in a half term results in:

- C7 (in school segregation)

A further C4 isolation in a half term results in:

- C8 (exclusion)

These consequences run over a half term period. At the start of a new half term children begin with a clean slate.

**ZERO TOLERANCE**

The school supports a zero tolerance approach to the following types of behaviour – pushing/hitting, kicking, swearing, inappropriate response to an adult, spitting, fighting. Any incident of such behaviour will result in an automatic C4 isolation.

**REPORTING TO PARENTS**

Behaviour is reported to parents termly using the Assertive Mentoring RAG system then discussed at Parents’ Evenings. It is also discussed half termly with the children in the Pupil mentoring meetings.