

Behaviour Policy

A: Introduction

Grace Primary places a high priority on good relationships between children and between staff and children. Maintaining positive relationships is right in itself. It is also a necessary precondition for effective learning.

At Grace Primary children are respected as independent persons. We enjoy them and what they have to contribute, and we assume they are able to behave well.

At times we all fail to behave as we know we should. Teachers accept their responsibility to model good behaviour and to help our children, where necessary, develop stronger self-management skills. As teachers provide support (external controls) we expect that our children will gradually internalise the values we hold them to (i.e. develop internal controls) and become increasingly self-controlled, mature and responsible.

B: Specific Objectives

For children to show and/or develop:

- Responsibility for their own behaviour and its consequences
- Responsibility for their learning
- Independence of mind and self-confidence
- Self-control
- Readiness to encourage others
- Humility to accept correction and try again
- Pleasure in their own achievements
- Perseverance when faced with something difficult
- Understanding of the feelings of others
- Respect for the opinions of others, particularly where they differ from one's own
- An ability to maintain friendships with others
- Cheerful cooperation with reasonable expectations.

C: Encouraging Positive Behaviour

Expectations about children's behaviour will be clearly communicated by teachers and regularly reinforced positively, e.g. by praising children for doing something well or drawing attention to positive examples. Assemblies provide an opportunity to reinforce Christian values and high standards of conduct.

The quality of children's behaviour is directly related to other aspects of their school experience. We aim to ensure the curriculum is stimulating and engaging. Where children are genuinely interested, disruptive behaviour is infrequent. Class sizes and the ability of the teacher to establish effective relationships with children are essential to creating the conditions where good behaviour is the norm.

At Grace Primary we do not have merit or other systems for formally rewarding good behaviour. We believe good behaviour and hard work delivers its own rewards – good relationships and real achievements. We also emphasise that mistakes are opportunities for growth. They allow us to affirm a child's responsibility for his or her own

behaviour or school work and to help him or her reflect on the kind of choices he or she is making and their consequences.

D: Procedures for Addressing Poor Behaviour

As children become older we find that conversations about poor behaviour are generally received sensibly and acted on. This is what we would expect as children mature in their understanding. Teachers look for opportunities to help children learn from their mistakes and make better choices.

Specific procedures are necessary at times, particularly for younger children, while they are acquiring the skills of effective self-management. When poor behaviour occurs, teachers at Grace Primary respond with the following procedures. The vast majority of incidents in any day are easily resolved within points one and two below. We reserve the right to immediately impose more serious consequences, including Suspension or Exclusion, for Serious Incidents (see the next section).

	Action	Comment
1.	Logical Consequences	There will often be obvious strategies, depending on the nature of the situation, that are deployed at the discretion of the teacher. Examples: (a) If a child is not using a particular implement properly, such as scissors, they should be removed. (b) If a child is having difficulty controlling behaviour while sitting next to a particular person, the seating arrangements should be changed. Speedy and low-key implementation of strategies of this nature is important to maintaining a teacher's authority and a cheerful atmosphere.
2.	Verbal Warnings	This is generally positive and cheerful and assumes a child's readiness to be helpful and cooperative.
3.	Time Out	If misbehaviour persists, such that it creates disruption to the learning opportunities or well-being of other children, a Time Out is the next obvious step – in a corner of the classroom area. The teacher will speak to the child about his/her behaviour and help him/her understand why it is unacceptable. If a Time Out is needed more than rarely the teacher will begin recording incidents and will speak to the Principal.
4.	Behaviour Report (2 weeks minimum)	If misbehaviour persists – leading to further Time Outs – the situation will be discussed with the Principal to decide if the child should go on a Behaviour Report. A meeting will be organised involving parents, the teacher and the Principal, to ensure that parents understand and are supportive of the action. If there is some progress, but it is judged insufficient, a Behaviour Report will continue to be used as long as it is considered constructive.
5.	Suspension	If problematic behaviour continues or returns within a reasonable period of time after the use of a Behaviour Report, and further to discussions with the parents, the Principal and the Board (who will be kept updated from this point on), a Suspension will follow. It could be for the remainder of the day and the whole of the next day. If additional Suspensions are needed they may last for two or three days or for a week.
6.	Permanent Exclusion	If the teacher and Principal both agree that the problematic behaviour is persisting despite more than one Suspension and significant efforts to address the issues, the Principal will inform parents that the child will not be allowed to return to Grace Primary School either with immediate effect, or at the end of the term or at the end of the school year. The parents will be liable for fees in the normal way (i.e. one term's notice).

E: Responding to Serious Incidents

The behaviour management strategies identified above are intended to guide our response to persistent poor behaviour. Some incidents, however, are more serious in their nature. Serious Incidents include, but are not limited to: punching or other strong physical violence, stealing, vandalism or destruction of property (including books and equipment), bullying, including via social media.

We respond to Serious Incidents on a case by case basis, after gathering all the facts we are able to obtain and reserve the right to immediately impose any of the above-listed consequences. Parents concerned will be informed of the details of the incident and the reasoning behind the school's decision.

The purpose of imposing consequences is corrective. It is hoped that the child(ren) involved will learn important lessons for life in the context of a supportive community and so not make serious mistakes when they are older when the consequences can be more far-reaching. Where parents can support the disciplinary measures taken by the school, such measures are more likely to have a constructive impact.

F: Recording Incidents

Incidents of poor behaviour, including bullying or other Serious Incidents, will be recorded on a Behaviour Report by the class teacher and reported to the Principal. The Principal will track patterns effectively over time and monitor progress.

G: Bullying

The school has a separate policy for dealing with incidents of bullying (see our Anti-Bullying Policy).

H: Monitoring, Evaluation and Review

Regular review of this policy will enable staff to evaluate the effectiveness of this policy and our practice.