

Restorative Approach

There are times when the school will use a restorative approach as an alternative to other sanctions. This may be when someone has been upset or hurt by someone else's behaviour. This approach takes the form of a meeting with the aim of "sorting out" the problem and agreeing a way forward that makes a repeat of the behaviour less likely. This approach is only used when all sides are committed to improving the situation.

Working with Parents/Carers

The school recognises the importance of working in partnership with parents/carers, with both home and school wanting the best outcome for their child. Good communication is essential in developing this partnership. Therefore, the school aims to keep parents/carers informed of any concerns about a child's behaviour, as well as when a child has behaved particularly well or shown a real improvement.

Equally, the school asks that parents/carers keep them informed of any concerns they may have or of any changes in circumstances at home that may affect a child's behaviour.

Policy

This booklet has been produced to support parents and carers. The school's full behaviour policy can be found on the school's website or collected from the school office on request.



Coniston Primary School

working together we can succeed

Behaviour in School Guidance for Parents/Carers

The importance of good behaviour

At Coniston Primary School we strive to provide the best education for all its children in an environment that they feel **safe, happy** and are **able to learn** effectively.

To enable this, we set out clear **expectations** of behaviour for children and adults in school. The expectations for children are displayed around the school and regularly referred to by staff in school.

Whilst the expectations do vary depending on the time and place—for example, we expect different behaviours in the classroom to the playground—they are all underpinned by the values of **fairness, honesty and respect**.

We link our **rewards** and **sanctions** to these expectations so that children learn that there is a consequence to their behaviour.

What does the school do to encourage good behaviour?

As well as setting out clear expectations of behaviour, we also teach children routines that support them at particular times of the day. For example, all classes have a lining up order that they use whenever they need to move around the school together, making it quicker, easier and safer for everyone.

We remind children that they choose their behaviour and that different choices bring different consequences.

If they make good choices, they may be rewarded, particularly if they made a difficult choice—for example, when there were others who were making poor choices.

We reward children in many ways, including praise, a sticker for their chart, a postcard to take home or a certificate.

Children can also contribute to a class reward. We do this as it helps to build a team spirit within the class, encouraging the children to support each other in making good choices about their behaviour.

In addition, at the end of each term, children who have behaved well are entered to a class raffle.

What happens when children don't behave well?

They are times when children don't behave in a way that is expected of them.

The consequence for making a poor choice, will depend on how serious the behaviour is. Within our policy we have identified 3 levels of behaviour. Level 1 behaviours, such as teaching when the teacher is talking, may be dealt with “a look” from the teacher or a quiet word.

More serious behaviour (Level 2) may result in time out of a class or through missing part of a play time.

Level 3 behaviours, for example refusing to follow instructions, are referred to as Serious Incidents and may result in being sent to the Head and/or contacting the child's parents/ carer.

If children repeatedly display Level 1 or 2 behaviours, the consequences become more serious and can be recorded as a serious incident.

The aim of any of these consequences is to remind the child of the expected behaviour and increase the likelihood that they will make better choices in the future.