



LAKE ROAD PTA PRIMARY SCHOOL
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BEHAVIOUR POLICY

Aims of the Policy

- ❖ To encourage, purposeful and happy atmosphere within the school.
- ❖ To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- ❖ To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behavior.
- ❖ To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- ❖ To make boundaries of acceptable behaviour clear and to ensure safety.
- ❖ To raise awareness about appropriate behaviour.
- ❖ To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Children's responsibilities are:

- ❖ To work to the best of their abilities and allow other children to do the same.
- ❖ To treat everyone with respect.
- ❖ To obey the instructions of all the school staff.
- ❖ To take care of their own property and other people's resources and the school environment.
- ❖ To co-operate with other children and adults.

Staff responsibilities are:

- ❖ To treat children fairly and with respect.
- ❖ To raise children's self esteem and develop their full potential.
- ❖ To provide a challenging, interesting and relevant curriculum.
- ❖ To create a safe and pleasant environment, physically and emotionally.
- ❖ To use rules and sanctions clearly and consistently.
- ❖ To be a positive role model and to support the ethos of the school.
- ❖ To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- ❖ To recognize that each child is an individual, and
- ❖ To be aware of their special needs.

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To actively support all that their child does in school.
- To support the school in the implementation of this policy.
- To be aware of and actively reinforce the school rules and expectations.
- To offer a framework for social education.

What we do to encourage good behaviour.

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example, consistent standards of behaviour.
- We recognize and praise good behaviour both privately and publicly.

What we do if children misbehave.

- a) We inform them that the behaviour is unacceptable.
- b) We discuss incidents with the children involved and where possible, encourage them to try to resolve disagreements themselves.
- c) We help children to understand the importance of apology and reconciliation.
- d) We encourage children to take responsibility for their own behaviour at all times.

Repeated or Persistent misbehaviour.

Where there is repeated or persistent misbehaviour the class teacher will be informed and one or more of the following will apply:

- i. Withdrawal of privileges e.g. playtime.
- ii. Behaviour Chart.
- iii. Entry in class report book and lunchtime
- iv. Informal contact with parents.
- v. Involvement of Head Teacher/Senior Teacher at the appropriate time.
- vi. Formal contact with parents.
- vii. Exclusion - temporary/permanent

Supporting Guidelines For Behaviour

Basic Assumptions

- Pupils do not misbehave if they are engaged in meaningful tasks where the level of challenge is appropriate.
- Pupils need to feel safe and secure, both physically and emotionally.
- The pupils have a clear sense of short and long term goals and receive positive feed back which leads to a growing sense of confidence. Subsequently, a high self-esteem results from being valued.

Positive Approaches

We aim:-

- To ensure that pupils experience success through their efforts which can be developed through the wealth of the school curriculum.
- To communicate through the relationships, and unwritten and unspoken rules and expectations that exists in a school.
- To ensure that pupils feel recognized as individual and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement

- Showing others their good work
- Celebration assembly
- Positive feedback to parents (verbal and written)
- Gold book entry (Infant)
- Books of Achievement entry (Juniors)
- Award stickers from class teachers

Encouraging Good Behaviour

Emphasis on encouragement and motivating pupils

Positive feedback

Descriptive praise

Give attention for success, not failure e.g. "Catch them doing good"

Appropriate and meaningful work

Respect for all individuals

Including their culture and background

Modelling desired behavior

Listening to children and communicating that you have heard what they have said.

Creating safety-physical/emotional

Clear and consistent use of rules and sanctions.

Raise self-esteem

Ensuring pupils experience and have sense of their own success

Maximizing opportunities for pupils to take responsibility for themselves in their behavior- increasing as children progress by, for instance, providing choices wherever possible.

How Children Can Sort Out Their Own Difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach successful conclusions. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested for Resolving Conflict - 3 Steps

Each child is allowed to express its feelings

The other listens with no interruptions

They are encouraged to maintain eye contact

Each child has a turn to say:

1. What the other(s) has/have done to upset them
2. How they feel about it
3. How they would like them to behave in future

They go on taking turns until everyone has finished. The adult is there as referee, not as part of the discussion. She/He makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye contact. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgment and suggest a way forward or take appropriate action.

Rules and Sanctions

Class rules:

- Need to be clear and negotiated/discussed/talked through in each class e.g. each class devising its own rules.
- Belong to a class and should be adopted by any staff teaching that class.
- Will be consistent between classes but could highlight particular concerns for that class.
- Can change in response to behaviour trends/concerns.
- Will be displayed in class.