

Primary School Behaviour Policy

Our vision is to

***Inspire* our children to succeed**

***Create* excitement for learning**

***Achieve* excellence**

Monitoring and Review of Policy: Agreed by Governors 07.12.2016. To be reviewed Autumn 2018

Our behaviour policy is a key document in achieving the aims of the school. We are a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life knowing that they are cared for and supported.

Philosophy for Children

We believe that an understanding of shared values is at the centre of our life in school so we encourage our children and staff to think and reflect on their values and behaviour through Philosophy for Children. The structure we use is to think about our behaviour through asking ourselves how we behave in the following ways:

- Caring: through empathy for others
- Critical: thinking through ideas, reasoning and making sound judgements
- Creative: solving problems and coming up with new ideas
- Collaborative: working together in teams, pairs and groups.

This structure is on display around school and in classrooms and children are encouraged to generate their own ideas, reflect on their opinions and ask questions.

The behaviour of the adults in school is a significant factor in creating success for our children. The care and nurture of the children by staff and the behaviour of staff towards each other is vital for the wellbeing and success of the school. Thus, being a positive role model i.e. behaving in the way we would like our children to behave is central and shows our expectations in actions and words.

Our policy has been written in consultation with children, staff and parents. The aim of our policy is to promote self-esteem, secure effective learning and ensure consistency in practice.

School Rules

We are proud to belong to Billesley Primary School and we work together to make our school a special place by following our school rules.

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Our rules are

1. We make good choices and think before we act.
2. We aim to do our very best every time.
3. We look after our own, others' and the School's property.
4. We keep ourselves safe by walking inside school and thinking before we act.
5. We listen carefully and use words well. We are always polite and have good manners.
6. We are friendly, kind and like to share; we know how to take turns.
7. We work together to solve problems.
8. We respect the rights of others to their own opinion, culture and beliefs.

And so.....

1. We do as we are asked the first time. We don't hurt anyone with our actions or words. We are always in the right place at the right time doing the right thing.
2. We try hard with every piece of work. We concentrate on it without distracting other people and we work neatly.
3. We never take or damage anything that does not belong to us.
4. We always say please and thank you. We use everyone's proper name.
5. We give everyone a chance to speak by taking turns and we don't interrupt. We listen to what our teacher says the first time and ask for help if we don't understand.
6. We are good friends. We don't leave people out of our games, don't call them names and don't make them feel bad about themselves – that is bullying.
7. We never fight or hurt anyone to make them agree with us. If there is a problem we talk about it and if we can't solve it, we ask an adult for help.
8. We never call anyone by racist or sexist names or make anyone feel left out.

Creating a Positive Ethos

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class rules are negotiated at the start of each year based on our School Rules and displayed clearly in each classroom. These focus on how children should behave rather than how they should not. Class rituals are essential in creating a sense of security – for example – a quiet time during registration and after lunch, regular circle time, lining up. It is also essential that teachers and staff are positive role models and are seen to follow the same guidelines as expected from the children.

Incentives

The aims for incentives are to raise self esteem, to reward good behaviour which meets our School Rules and to reward excellent work.

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Rewards for Working Together

Class Rewards

One of our most important values is working together. We reward children for working together as a class through the use of classroom rewards. Class rewards are decided by the class teacher and have to be earned through working together as a class, for example, lining up well, being ready to learn, good sitting, appropriate noise level etc. The class and teacher decide what they would like to receive as a reward and this can be taken at an appropriate time for the class. Class rewards are recorded and displayed within the classroom but the method of recording is chosen by the class and teacher, for example marbles in a jar, a clock, collection meter, star charts.

Group rewards

To reinforce the importance of working together we also reward for Team of the Week. Points are displayed and tallied on the wall in the classroom and collated at the end of the week for a school team of the week. The school teams are Brook, Mill, Pond and Ford.

Individual Rewards

Another important part of our school ethos is that each day is a fresh start.

Each child in Key Stage 1 and Key Stage 2 has an Outstanding Achievement Book. There are 6 stages in the book. Each stage has 30 stars to complete. Stars/stickers can be awarded for excellent work of behaviour by any member of staff in the school. When each stage is complete the children receive a special award.

Stage 1 – Certificate

Stage 2 – Pen

Stage 3 – Bronze badge

Stage 4 – Silver badge

Stage 5 – Gold badge

Stage 6 – Billesley badge

These are presented in a special end of term Celebration assembly at the end of each half term.

Staff also nominate the following:

A star of the week – This can be for outstanding behaviour or outstanding work. These are shared with the school in our Celebration Assembly. Each child receives a special certificate and parents are invited to the Celebration Assembly. They may also receive special responsibilities eg. taking the register, being front of line as appropriate to key stage.

Headteacher and Special Awards: at times, individual children will do so well that an immediate special award is needed. This may be for really special work or for excellent behaviour above and beyond normal expectations.

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Sanctions: Green card system

We believe that there are consequences to making the wrong choice and that children should be encouraged to see this. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore, every day is a fresh start. Disapproval must be directed at the behaviour not the child. Staff will use professional judgement to assess when to begin the formal system of giving the children a green card.

Green card system

Who	Responsibilities/Actions
KS2 Pupil	<ul style="list-style-type: none"> ● Reminder of correct behaviour ● Reminder, and then 1 tick on Green card ● Reminder, and then 2nd tick on Green Card ● Reminder, and then 3rd tick on Green Card <ul style="list-style-type: none"> ○ Timeout and reflection in Year Group Leaders Classroom - 'Putting it right time.' ○ Go back to classroom to continue learning ● Reminder, and then 4th tick on Green Card <ul style="list-style-type: none"> ○ Discussion with Learning Mentor or SLT - 'putting it right time'. ○ Lunchtime detention ○ Recorded on Scholarpack on child's page ○ Go back to classroom to continue learning ● Reminder, and then 5th tick on Green Card <ul style="list-style-type: none"> ○ Discussion with Learning Mentor or SLT ○ Internal exclusion for the rest of the day ○ Parents contacted ○ Recorded on Scholarpack on child's page ○ After school detention 30 mins ● Any further behaviours will result in temporary exclusion
KS1 Pupil	<ul style="list-style-type: none"> ● Reminder of correct behaviour ● Reminder, and then 1 tick on Green card ● Reminder, and then 2nd tick on Green Card ● Reminder, and then 3rd tick on Green Card <ul style="list-style-type: none"> ○ timeout in Year Group Leaders Classroom - 'Putting it right time.' ○ Go back to classroom to continue learning ● Reminder, and then 4th tick on Green Card <ul style="list-style-type: none"> ○ Discussion with Learning Mentor or SLT - 'putting it right time'. ○ Go back to classroom to continue learning ● Reminder, and then 5th tick on Green Card <ul style="list-style-type: none"> ○ Discussion with Learning Mentor or SLT ○ Lunchtime Detention ○ Internal exclusion for the rest of the day ○ Immediate contact with Parents ○ Recorded on Scholarpack on child's page ● Any further behaviours will result in temporary exclusion

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EYFS Pupil	<p>No Green Cards</p> <p>For persistent and deliberate incorrect behaviour:</p> <ul style="list-style-type: none"> ● Reminder of correct behaviour ● Reminder of correct behaviour ● Reminder, and then time out in the environment <ul style="list-style-type: none"> ○ Speak to parents at the end of the day ○ Record incident on scholarpack ● Reminder, and then time out with EYFS Leader or with Year 1 Leader <ul style="list-style-type: none"> ○ Immediate contact with parents ○ Record incident on scholarpack
All Pupil	<ul style="list-style-type: none"> ● No green cards in a week for any children will result in a whole class reward
Teacher	<ul style="list-style-type: none"> ● Clear instructions and explanations ● Review of learning environment ● Highlight behaviour issues on Green card ● Re affirm positive behaviours ● Welcome pupil back to class after time out ● Use of class rewards/team points to reward good behaviour
SLT/Learning Mentor	<ul style="list-style-type: none"> ● Available at all times to follow up behaviour incidents ● Regular communication with class teacher ● Communication with parents

- If a child receives **3 Green cards (3 ticks)** in the 4 week period the parents of the child will receive a letter from the school and will have an informal behaviour discussion with the class teacher.
- If a child receives **3 Green cards (4 ticks)** in the 4 week period the parents of the child will receive a letter from the school and will have a formal behaviour discussion with the Vice Principal
- If a child receives **1 Green card (5 ticks)** the parents of the child are contacted immediately and a behaviour discussion will take place on the day.
- If a child receives **3 Green cards (5 ticks)** in the 4 week period the parents of the child will be invited to attend a behaviour discussion with the Head Teacher, Deputy Head Teacher, Learning Mentor and any other relevant agencies. IBP will also be created/reviewed at his stage.
- Individual children receiving cards are monitored on a weekly basis by the Learning mentor. Any children regularly gaining cards are invited to weekly behaviour group sessions with the Learning Mentor to receive structured behaviour support.

Incidents of severe behaviour are recorded on Scholarpack on the in the conduct page of the child's individual page.

Persistent and Serious Misbehaviour

When a child causes serious and persistent concern, the class teacher, support staff, parents and senior staff together with the SENCo - and external agencies eg. Behaviour Support - if required shall meet to agree and implement supporting strategies, for example a specific individual

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behaviour plan. These will be written by the class teacher and Learning Mentor or SENCo in partnership and monitored on a half termly basis. Suspension or fixed term exclusion may be used when the Principal and the School Leadership Team in partnership with the class teacher feel that a situation is sufficiently serious to warrant such a response. The school will then work in partnership with parents/carers to agree a Return to School strategy. Permanent exclusion will only be considered in extreme circumstances and would be in line with statutory procedures.

Mentoring

We recognise that children can behave in ways that are challenging and disruptive for many reasons and for this reason we place a high value on the support of our learning mentors in working with children who have emotional and behavioural issues. Children are referred to our mentor by their class teacher although parents may also request a referral in discussion with the teacher or mentor. Our mentor aims to plan specific interventions with clear achievable targets that children have to reach within a time framework; these may then be reviewed and further targets set or the mentoring process may be complete. Careful notes of all mentoring sessions are kept as a record by the mentor who then reports back on progress to the class teacher on a weekly basis.

Playtime rules and routines

Any child who is observed breaking one of our school rules may be sent to a time out area. It is the responsibility of the member of staff on duty to inform the class teacher.

Lunchtime rules and routines

Children who break one of our school rules at lunch time will be sent to the member SLT on duty. They will decide whether a child should lose any of their lunchtime or to be sent to time-out. This is then recorded as an incident on the child's page on scholarpack. As playtime, if a child has more than one time out the SLT must be informed and a plan of action implemented.

Parental Involvement

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school.

Parents can always discuss a problem with their child's teacher, the appropriate member of SLT and the Principal. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for adequate discussion. In an emergency parents will be contacted immediately.

Early parental involvement is essential if there is a problem of any sort. We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts they may not know a situation exists;
- It is important to keep a sense of perspective;
- Under no circumstances must they take action against another child or parent, either physically or verbally.

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A Parent's version of the behaviour policy will be shared on admission to school and parents will also be asked to support our behaviour policy on signing the home school agreement.

Remember: it is not a sign of weakness to seek help and advice from colleagues when dealing with behaviour and discipline issues. To seek advice is a strength. It indicates you have recognised a problem that requires you to resolve it professionally.

Appendix

Expectations in different locations

Guidance for children

Corridors and cloakrooms

- Walk quietly in corridors – never run.
- Always be aware that people are working in classrooms and you do not have the right to disturb them.
- Hang your coat and bag on your named peg. If you find any belongings on the floor pick them up and return them to the correct place.
- PE kit must be hung in a bag on your peg or placed in the appropriate box.

Dining Room

- Go straight outside and do not re-enter school unless you have permission to do.
- When your class number is called, line up and wait until you are allowed to walk in.
- Walk into the dining room and stand quietly while queuing for lunch. Remember other people are trying to eat!
- On collecting your lunch/tray find the next available seat to eat your lunch.
- Remain seated whilst eating your lunch.
- Place your rubbish and left-over food in the bins provided.
- Go outside and enjoy the rest of your playtime!

Wet lunch and play times

- Select an appropriate activity from the range offered, find a space and sit down.
- Stay in your own classroom. Do not leave the classroom unless you have permission from your dinner supervisor/teacher.
- Glue and scissors are not allowed.
- Tidy up at least 5 minutes before the end of lunch time.

Playground

- Upon arrival in school and during break times, stay within the playground boundaries.
- On wet mornings, children are allowed into school from 8.45 am and may go into their classrooms once their teacher is there.
- When the bell rings walk quietly to your line.
- Play safely and fairly. Some equipment is available for use at dinnertime - monitored by the learning supervisors and play leaders.

The children will be devising their own set of playground rules with the School Council and these will be displayed on colourful boards around our play ground when complete.

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Assembly

- Walk in single file in silence into assembly.
- Sit in line with your class and keep your hands and feet to yourself.
- Look at the person who is leading the assembly and show that you are listening well.
- Only stand when you are asked to by your teacher or the person leading assembly.
- Walk in silence back to your classroom ready to work.

Toilet Areas

- Use the toilets properly and wash your hands.
- Toilets are not play areas and you should not linger or play in there or eat food.
- Any evidence of misuse or damage should be reported to a teacher or supervisor at once.
- Always use the most appropriate toilet as directed by your teacher.
- Toilets are out of bounds during lesson times unless permission has been gained from an adult.