

POLICY
For
BEHAVIOUR



Introduction

At Bozeat Community Primary School & Nursery we aim for behaviour to be outstanding and for all children and adults to show their respect for each other and behave in a way to support each other's learning.

We see outstanding behaviour as children behaving well because they know how to and because they want to, not because an adult tells them to.

The whole school community (headteacher, teachers, teaching assistants, support staff, children, parents and governors) should encourage a polite pattern of behaviour throughout the school by:

- The providing an interesting, relevant, challenging and varied curriculum and teaching strategies to create a stimulating environment
- Praising and rewarding children for good behaviour and positive attitudes towards learning and other members of the school community
- All members of the school community being committed to and consistently enforce clearly defined expectations of behaviour.
- Modelling respect for each other and valuing each other as unique individuals. All paid staff with responsibility for pupils have the statutory authority to address children's unacceptable behaviour.

For younger children, the principles of the school rules are simplified to the following statement:

"Kind hands, kind feet, kind words."

1. Aims and objectives of the policy

The Behaviour Policy should be used as a good practise guide to help in meeting our school aims. It will specifically aim:

- To promote the school's aims and values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To raise levels of attainment for all.
- To maintain high standards of behaviour.
- To ensure that the policy is supported and followed by the whole school community.
- To encourage all children to take responsibility for their own behaviour.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- To reinforce good behaviour, by providing a range of rewards for children.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, with the expectation of achieving an improvement in behaviour.

2. The role of staff

In order to achieve these aims it is important that all staff:

- create and sustain a positive, supportive and secure environment. This includes discrete praise for those children who find conforming a challenge.
- give children inspiring learning opportunities
- keep their classrooms and shared areas attractive, tidy and well organised
- help children achieve their full potential by preparing appropriate work
- apply the school rules uniformly
- work to agreed procedures
- demonstrate respect for individuals and value differences
- follow up problems to their conclusions
- deal with unacceptable behaviour at all times
- set high standards of speech, manner and dress

The implementation and monitoring of the policy is the responsibility of all staff.

3. The role of parents

We ask that parents support us in reinforcing the values of the school by:

- praising good behaviour
- encouraging a positive attitude
- sharing and supporting the school rules and expectations and demonstrating this to their child/ren
- helping their child/ren to build trusting relationships with pupils and staff
- discussing any concerns at an early stage with class teachers

It is acknowledged that difficulties at home can have an impact on behaviour at school and vice versa. It is important that the school is aware of the 'big picture' and an open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The school strives to provide additional support for the child and or parent if they are particularly upset. There are times when this support may extend to the school directing families to external support networks.

4. Expectations of behaviour

We expect children to follow the school rules and key values outlined earlier.

It is neither possible nor desirable to generate a definitive list of undesirable or inappropriate behaviour. However, the following list gives some indication of the behaviour that the school finds unacceptable.

- Disobedience
- Bad language
- Biting, spitting and kicking
- Making unkind remarks
- Racist, sexist, homophobic comments
- Deliberately hurting another child or an adult
- Bullying

- Rudeness to adults
- Aggression
- Damaging property
- Stealing
- Truancy
- Deliberate poor effort and response to adult given tasks

Temper tantrums and physical disputes must be dealt with in order to protect both the children and the staff involved. In such circumstances, staff will follow the advice given by the LEA's Behaviour Management service in relation to Positive Handling and Physical Restraint, following staff training which is updated regularly.

5. Celebration of achievements and rewards

All children have a special responsibility to apply themselves to their work and not prevent other children from learning. At Bozeat Primary School older children are encouraged to care for the younger pupils and set an example.

We encourage good behaviour and work in the following ways:

- 1:1 verbal praise with own teacher and other members of staff
- Being given more responsibility
- Sharing with parents
- Public verbal praise within class, other classes and whole school assembly
- Displaying children's work on walls
- Stickers and stamps in books
- Awarding of house points
- Good comments on work
- End of term certificates are given for attendance
- One child is selected to become Pupil of the Week from each class. The pupil of the week is given to a child who has displayed good effort, helpfulness and kindness. A certificate is awarded to the individual and a record kept by the Class teacher.
- Involving the Junior Leadership Team in school decision making
- The child's planner is used as method of communicating rewards etc. to parents.
- Sending the child to the Headteacher for a Headteacher's Award

6. Sanctions/ procedures

The Good to be Green system is used across the school.

Children are encouraged to show the key values of the school. If the child shows these they will remain on green for the day and will be rewarded accordingly through the systems established within the class.

If a child is not following our core values they are spoken to by the adult who says "If you do this again you will get a warning".

Key Stage 1 3 warnings =amber

Years 3/4 2 warnings = amber

Years 5/6 1 warning = amber.

Amber card in a week results in a period of the lunchtime spent with the Headteacher and a note in the planner home to parents.

More than 1 amber card in the week and a red card results in a report card and a letter home.

The report card must be used for a full week and the child must achieve an 8 or more in every session in order to complete the report card. If this is not the case then children will remain on report and further advice will be sort.

Other sanctions that may be used.

- A brief exclusion from the group use of 1, 2, 3 Magic in Key Stage 1 .
- A brief exclusion from the lesson
- To stay with an adult during playtimes or lunchtimes
- Exclusion from lunch or break activities
- Parents notified by the class teacher
- The establishment and maintenance of a behaviour management programme
- Verbal disciplining from a senior member of staff
- A letter or phone call to the parent from the Headteacher.
- A meeting with the parent
- Internal suspension (child spends a lesson or session with a senior member of staff)
- Exclusion from school (following LEA procedures) – can be temporary and short term, or permanent. This is the very last option, and to be avoided wherever possible.

Exceptions

Teachers will miss out sanction steps if:

- If the child has their own specific behaviour programme in place.
- The behaviour is severe
- The sanctions steps are not working
- The pupil's safety and / or that of others is at risk

Parents are actively encouraged to communicate with the child's class teacher if a problem arises. Appointments for such discussions can be made via the school office. Please note that where a child has Special Needs which require support and direction greater than normal, the sanctions may not be appropriate. In these cases the Special Needs Co-ordinator and in some cases the Behaviour and Curriculum Inclusion Team for Northamptonshire (BACIN) may become involved after consultation with parents.

Fixed term exclusions

Persistent non-compliance will result in a period of exclusion. The period of exclusion is dependent on the severity of the incident. Only the Headteacher or person acting in that role may apply this sanction who will decide whether the exclusion will take place at home or within the school building (internal exclusion). The exclusion will be arranged according to Local Education Authority Guidelines. Parents will be informed in writing on the day. The letter will explain the reason for the exclusion.

Longer period exclusions

This step is only taken when temporary exclusion and in school support has failed to impact on the child's behaviour. The child would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place to agree terms and conditions of exclusion.

Permanent exclusion

This severe measure is only taken by the Headteacher and ratified by the Governing body when there is total non-compliance from the child.

7. Behaviour Policy success criteria

- Friendly atmosphere
- Conflicts are resolved easily i.e. children speak the truth and accept responsibility for their actions
- Calm entry and exit to and from school
- Tidy, well organised classrooms and shared areas
- Children are able to quote the school rules
- Visitors make positive comments about the behaviour of Bozeat Community Primary School children
- An agreed approach towards rewards and sanctions within school

8. Monitoring and review

Promoting good behaviour is the responsibility of all in school. This policy will be reviewed every two years and updated with the views of children, staff and parents taken by a mixture of discussion and questionnaires.

Gurjit Virk

Jan 2016

This policy will be reviewed every two years.

APPENDIX 1

GOOD TO BE GREEN BEHAVIOUR POLICY OUTLINE FOR PARENTS

For younger children, the principles of the school rules are simplified to the following statement:

“Kind hands, kind feet, kind words.”

Good To Be Green Behaviour System



In each classroom there is a chart displaying the child's name and behind each name the child has 3 cards which are used alongside positive reinforcement of the school code of conduct.

1) Green Card



The majority of children will have a green card displayed by their name. This is because they have been following the school behaviour policy consistently.

2) Yellow Card



Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding 3 times of our expectations they will be told to change their card to yellow. The child will then miss part of their break time the time depending on the age of the child. The card will remain on yellow until the end of the day when the card will be changed to green ready to start the new day a fresh. Parents will be informed through the planner if a child is on amber. If a child has three or more amber cards in a week then the Headteacher becomes involved with that child

3) Red Card



If a child continues not to follow the code, they will be requested to change their card to red. The child will then be seen by a member of the Leadership team and to leave the classroom. There will be rare occasions where a

child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child receives a red card it is recorded and parents will be informed either by telephone or by letter.

Rewarding Good Behaviour

We want to recognise the majority of children who are consistently following the 'Good to Be Green Code'. There are various ways in which this will happen:

a) Green all day

Children who are green all day will be rewarded with a house point and also a stamp on their good to be green card. Once the children get certain amount as decided in September they can exchange their stamps for a reward. These rewards are decided on at the start of the academic year by the class with the teacher.

b) Privilege

If a child is green all week they will receive some privilege time. The children will all access free play at 3.00 pm on Friday afternoon. Those that have not been green all week will go to the hall and spend time with the Headteacher.

c) Whole class awards

Each week the class with the highest percentage of Green cards maintained during the week will receive additional house points and 15 minutes of Playtime which will be negotiated with the class teacher as to exactly what this is and when it will take place as a reward. The winning class will be informed during Monday's assembly.

As parents you will receive an update on your child's achievement within their next report.