

BASTON C.E. PRIMARY SCHOOL

A WHOLE SCHOOL BEHAVIOUR POLICY

AIM

At Baston School we aim to ensure consistency of approach throughout the school to children's actions or reactions in given situations and/or to their environment.

PHILOSOPHY

Here at Baston we want our pupils to grow and mature into confident, well balanced and successful individuals who will endeavour to make the most of their learning opportunities. We continually strive to provide a stimulating and personalised learning and teaching environment which will support each child in forming their own personal value and belief system. We believe in positive behaviour management with good behaviour being encouraged and emphasised through praise and recognition. We teach the concepts of choice and consequence and encourage all our pupils to consider carefully what they do. We also teach that we all make mistakes but we can learn from them and are measured by what we do afterward.

We will not tolerate anti-social behaviour in any form. However, because we realise that such behaviour could be attributed to a combination of inter-related factors - institutional, personal, curricular and cultural we will continually work hard to form good partnerships with parents so that we can support them and their child in overcoming these within a consistent environment.

AGREED STRATEGIES

School Rules

A list of school golden rules has been drawn up in order to actively develop, reinforce and promote consistency of behaviour throughout the school. These are displayed on a large blue and gold sign in the school hall for all to see and copies are displayed in each classroom. The children are reminded of them on a regular basis and also the consequences following their actions if they deliberately and consistently break these rules

Do	Don't
Be gentle	Hurt anyone
Be kind and helpful	Hurt people's feelings
Be honest	Cover up the truth
Work hard	Waste time
Look after property	Waste or damage property
Listen to people	Interrupt

Home - School Agreement

These are completed by the parent child and teacher agreeing a code of conduct for the lifetime of their child at Baston. This is a supportive procedure that allows us all to work within a given framework where everyone's needs and expectations are met.

Classroom Behaviour

We believe that our classroom environment should be a positive and enthusiastic one where good behaviour and work are regularly highlighted and rewarded written and verbally. We have high expectations, requiring our pupils to do what is asked of them and to complete activities to the best of their ability. We teach our pupils to treat all school equipment and resources with respect. All pupils are responsible for their own belongings and are expected to care for their own property and ensure that their personal space, both in class and in the cloakroom area, is kept well organised, clean and tidy.

Behaviour process

There are times when pupils do not behave in a responsible manner within the classroom. To support them in managing their behaviour all classrooms will have traffic light systems within their classroom which are guided by our whole school rules.

- All children begin on **green** at the beginning of the day.
- When a child is not following the instructions or following school and class rules, the teacher should praise those who are to highlight the correct behaviour.
- If the child persists, a reminder will be given of what is expected.
- If not heeded then a warning will be given.
- If the child continues to not behave appropriately their name will be taken off green and put onto **yellow/amber**.
- If they continue they will be sent with a **reflection sheet** to the Assistant Head who will ensure they complete it in silence. If the Assistant Head is not available then KS1 will be sent to Mr. Singleton and KS2 –Mrs. Clayton.
- It is at this stage that **parents** will be informed. *This will be brought home for parents to read and sign.*
- If they persist in distracting the learning environment on return to class they will be put on **red** and sent to the Head teacher who will seek further consultation with parents.

All children will begin on **green** the following day having the opportunity for a fresh start.

Within our Foundation class we recognise that it will take slightly longer for the children to become used to routines and expectations. However we do expect them to learn and follow our school rules. Teachers and support staff will ensure that the behaviour process is phased in gradually, administered fairly and appropriately, allowing more time for children to recognise and understand. Staff will always remain calm and if necessary refer a situation to another member of staff to deal with. No staff member, unless fully trained, should restrain a child unless it is for their safety and the safety of others. In addition no member of staff will shout at a child unless they are in danger and an alert is needed.

When a child has completed an excellent piece of work a teacher may choose to send them to the Head teacher for praise and a Headteacher's Award Sticker.

New children

We enjoy welcoming new children to the school. Staff are always supportive and encouraging and will ensure that new children have a buddy to support them whilst they settle into the routine and structure of the school.

Curriculum

Staff use the curriculum to discuss behaviour and support strategies. The school's PSHE framework identifies opportunities for such work and encourages the use of circle time to explore topical issues especially within KS1. Staff will take every opportunity to thread the ethos of our school through their planning and the children's learning as appropriate. The PSHE Co-ordinator will be responsible for monitoring planning for appropriate activities.

Pastoral Care

Pastoral care is an important part of our school. Staff will ensure they take time to talk with children and parents about their worries and concerns and provide ways forward. Year 6 also have the opportunity to support our foundation children by welcoming them into school, settling them for the day and sitting with them during assembly.

The School Council also take a lead role in modelling responsible behaviour and are encouraged to have a voice, demonstrating key skills of citizenship.

Collective Worship

Children are expected to listen quietly and be still throughout these gatherings as it is a time for listening, sharing, quiet reflection and thought. Each Friday we celebrate the achievements of our pupils and our staff. These can be from within the school or from activities after school.

Foundation and Key Stage 1 – WOW - Special Merit Award – for personal, social and academic achievement

Key Stage 2 – House points for good work, well done tickets leading to a Gold card, - work, WOW-Special Merit Certificate.

Specific children named by Midday Supervisors for excellent behaviour will also be rewarded with praise at this time.

Around School

Good manners are emphasised. Our pupils will move around the school in a quiet and sensible manner. No child should run or push at any time. Older pupils in Years 5 and 6 should ensure they model this for younger pupils and gently remind them if they forget.

We appreciate that cloakroom areas are small and therefore insist on sensible and quiet behaviour in these areas. All children are expected to keep these areas clean and tidy.

The Playground

Children will be encouraged to show sensitivity and kindness to others whilst playing. Rough play of any kind will not be tolerated. Older children are expected to model good ways to play.

- If a child does play inappropriately they will be gently reminded by the staff on duty what is expected.
- If they continue to play unsuitably they will be given a warning.
- If they continue they will be asked to stand against the wall for 2 minutes away from others or stand next to the member of staff on duty.
- If after rejoining their friends, they continue to misbehave the child will be sent in to see the Assistant Head. At this time, it will be considered if it is necessary for them to be sent to the Headteacher.

If an individual child continues to misbehave on the playground they will be asked to stay in for an agreed period of time and sit outside the Headteacher's office, completing a reflection sheet. This will provide them with the opportunity to consider their actions and the way forward.

Lunchtime

We expect our children to behave as they would at any other time of the day in accordance with our Golden Rules. All staff and pupils will be treated with respect and the rules followed. Midday Supervisors will recognise and reward good behaviour with praise and specific lunchtime stickers. They will note this in their log books and ensure that the class teacher knows so that they can recognise the child too.

If a child does misbehave midday supervisor should

- Gently remind the child what is expected.
- If they continue they will be warned.
- If they continue the MSA will be asked to:
 - Move from where they are sitting if in the hall.
 - Stand next to the senior midday supervisor or midday supervisor if on the playground.
- They will note the incident in their log books and then ensure the class teacher knows so that they can discuss this further with the child if necessary.

- We would hope that once dealt with by the Senior Midday Supervisor at lunchtime the child can begin their afternoon afresh.
- Our Senior Midday supervisor will liaise with each teacher as necessary each day after lunch for both positive and negative behaviour issues.
- If a child completely refuses to co-operate or is putting the safety of others in jeopardy the Midday Supervisor will send another child or adult to request support from the Assistant Head or Head.

If an individual child continues to misbehave on the playground they will be asked to stay in for an agreed period of time and sit outside the Headteacher's office, completing a reflection sheet. This will provide them with the opportunity to consider their actions and the way forward.

PARENTAL INVOLVEMENT

Teachers should take time to talk to the parents to ensure there are no surprises to them and to endeavour to help children not get to red status. Appointments should be made with the parents to discuss with them their child's behaviour but it must be done in a supportive and positive manner and one which promotes working together for the interests of the child.

We will also contact parents for positive reasons to highlight specific improvements. This can be done verbally at the end of the day and also by phone call.

Whenever a persistent behavioural problem arises this will be brought to the attention of the headteacher who will then take the decision to consult with parents further. A programme of action will then be agreed in consultation with the parents, the pupil and class teacher.

INCIDENTS OF UNACCEPTABLE BEHAVIOUR

In extreme cases of continued bad behaviour children will be placed on report which will be completed by the child's teacher(s) after each session and during playtime and then taken home by the child to the parents so they can comment. Where there is still no improvement in individual behaviour, support will be sought from external agencies after consultation with parents – Behavioural Support Service so that we can provide the best possible opportunities and a way forward for the child concerned.

Physical and verbal abuse is not tolerated and will be treated as a serious incident. Children who intentionally and seriously assault another child will go directly to the Headteacher, who will contact their parents and discuss future actions by the school which may involve temporary exclusion. Assault on a member of staff will immediately trigger temporary exclusion procedures. At each of these times agreed strategies will be put in place for the child's return with parental support being the key to success. When other strategies do not resolve serious misbehaviour, permanent exclusion may be justified. This is a legal issue: procedures must be correctly followed and the process fully documented. Only the Headteacher may exclude a child.

SUPPLY TEACHERS

Essential information regarding school procedure and behaviour expectations will be available to supply teachers working in school and a copy of this policy will be placed in each class register.

REVIEW

This policy will be reviewed bi-annually or as necessary.

Signed**Headteacher**

APPENDIX 1

Strategies/procedures for dealing with behaviour issues

- Be pro-active – stop any potential bad behaviour **BEFORE** it starts. Think ahead!
- Always use positive reinforcement and empathy wherever possible.
- Never use physical contact with a child unless you need to use restraint to prevent a serious incident occurring. [refer to 'Use of force to control or restrain pupils' policy]
- Wherever possible make the consequences of sanctions 'logical'.
- Try to work within the pupil's ability to project into the future.
- Remember – we can learn from our mistakes
- Make sure the child understands and is clear about why their choice of behaviour was inappropriate.

The 4 Ws for effective following up with pupils

1. What did I do?
2. What rule or right have I broken?
3. What can I do to get back on track?
4. What support do I need to do this?

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Reflection Sheet

What I did

Why was it wrong?

What should I do next time?

Teacher's signature/date

Parent's signature/date
Please return to school