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BASTON C.E. PRIMARY SCHOOL

A WHOLE SCHOOL BEHAVIOUR POLICY

AIM

At Baston CE Primary 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 CE Primary School 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 his/her own values and beliefs. 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 of 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 afterwards.

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 Values

In partnership with our full governing body, we have chosen nine Christian Values which form the basis of our behaviour expectations – Love, Patience, Hope, Compassion, Joy, Humility, Thankfulness, Self-Control and Faithfulness

In actively promoting these nine values we develop reinforce and promote consistency of positive behaviour throughout the school.

Classroom Behaviour

We believe that our classroom environment should be a positive, engaging and safe one, where good behaviour and hard work are regularly highlighted and rewarded verbally and in writing. 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. All children are taught to make sure that their personal space, both in the classrooms and in the shared areas, is kept well-organised, clean and tidy.

Celebrations and rewards

An effective House Points system is in place across the school.

- Every child and his/her sibling(s) where applicable belongs to one of seven Houses.
- The Houses are named after seven countries of the world and are led by individual teachers.
- The children in each House are of mixed age across the school from Reception to Year 6.
- The House groups form 'teams' for Sports Day and Culture Days leading up to the main Sports Day event.

- Each House has its own colour. Coloured tokens are collected for each House.
- Tokens are collected in the main foyer in purpose-designed, token-holder tubes.
- Every term tokens are collected and counted - building up to an end of year total.
- House Points are earned for good work, showing school values, good behavior, contributions to the wider life of the school – any positive outcomes.
- House Points can be awarded by any adult in the school to any child.
- Updates about House Points are shared with parents through termly newsletters.

Other reward systems

Individual classes may choose to operate their own rewards system e.g stamps, stickers, raffle tickets etc. These reward systems will be chosen by the class teacher and will be set appropriately according to the age of the children in the class.

Behaviour process

During this process the school will use its discretion in terms of individual pupils, their needs and any specific circumstances.

There are times when pupils do not behave in a responsible manner within the classroom. To support them in managing their behaviour children in Years Reception, 1, 2, 3, 4 and 5 will have traffic light systems.

- All children begin on **green** at the beginning of the day.
- In the event that a child is behaving in a way not deemed appropriate by the adults in the room, a warning is 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 given some time out and sent to another classroom to see a Phase Leader.
- Teachers will use their discretion as to whether to inform parents at this stage.
- On his/her return, the child will be given every opportunity to turn the situation around.
- However, if the child persists and is placed onto red, then that child will visit the headteacher (deputy Headteacher in her absence) who will talk with the child about the poor behaviour. The headteacher will discuss the choices the child has made with the child and how she/he could have made better choices. The class teacher is also consulted. The headteacher may decide to inform parents. At this point, the headteacher may decide to take away some playtime from the child and the lost playtime will be spent with the headteacher showing that the behaviour has 'turned around'. The child may use this opportunity to bring along good work and evidence of good choices.
- All children will begin on **green** the following day having the opportunity for a fresh start.
- Extreme cases of bad behaviour, as judged by the adult who is present at the time, will be referred straight to the headteacher or Deputy Headteacher in her absence.
- Extreme cases are judged to be
 - Violence against another pupil/staff member
 - Rudeness or disrespect to any member of staff
 - Swearing at another child or staff member
 - Intentional intimidation or encouragement to intimidate
 - Biting another child and/or breaking the skin
 - Racist behaviour/comment

By the time children enter Year Six, the traffic light system is no longer expected to be in operation. In the interests of transition to secondary education we expect all pupils to fully understand behaviour standards in school. All children are clear that a warning will be given followed by a more severe consequence, which may include a visit to the Headteacher or parental involvement.

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. TeamTeach training is in place for one qualified member of staff (KD). 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 or has demonstrated something in need of additional praise, a teacher may choose to send them to the Headteacher. The headteacher may choose to award House Points/stickers/other such rewards.

Within our Foundation Stage 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 the same system for behaviour. 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.

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 Inside Out framework identifies opportunities for such work and encourages the use of circle time to explore topical issues, especially within KS1. Staff will thread the ethos and values of our school through their planning and the children's learning as appropriate. Mrs Sturgess, our Church School Leader, is responsible for monitoring planning for appropriate activities.

Pastoral Care

Pastoral care is an essential 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 Stage children by welcoming them into school, settling them for the day and sitting with them during Collective Worship and lunchtimes. The School Council also take a lead role in modeling 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.

Celebration Assembly

Every Friday we celebrate the achievements of our pupils and our staff. These can be from within the school or from activities after school or at home. Each class teacher selects a number of children to receive a 'Well Done Certificate', a 'School Values Certificate' and one 'Star of the Week'. The class teacher tells the whole school why these children have been selected. Seven Stars of the Week from across the school are then rewarded with a tea party with the headteacher.

Around School

Good manners are expected and promoted at all times. 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 and Lunchtime

Children will be encouraged to show sensitivity and kindness to others while 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 as to what is expected.

- Outdoor behaviour is required to be as good as indoor behaviour.
- The traffic light system is in place at all times of the school day and a board outside clearly reminds the children of this system across lunchtime.
- Midday Supervisors will recognise and reward good behaviour with praise and may also provide House Points/stickers for children.
- All children will be listened to.

- 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 additional support from the Deputy Headteacher or Headteacher.
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PARENTAL INVOLVEMENT

We may contact parents for positive reasons to highlight specific improvements. This may be done verbally at the end of the school day or by phone call.

Teachers will take time to talk to parents in the event of poor behaviour where necessary. This will always be the case if a child's behaviour approaches red status. Appointments will be made with the parents to discuss with them their child's behaviour and it will be done in a supportive and positive manner to allow us to work together for the interests of the child.

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 be agreed in consultation with parents, the pupil and class teacher.

INCIDENTS OF UNACCEPTABLE BEHAVIOUR

In extreme cases of unacceptable behaviour, support may be sought from external agencies after consultation with parents 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 parents and discuss future actions by the school, which may involve an exclusion. Assault on a member of staff will immediately trigger exclusion procedures. At each of these times agreed strategies will be put in place for the child's return, if applicable, 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 as detailed in our Exclusion Policy. Only the Headteacher (or Deputy Headteacher in her absence) may exclude a child.

ADDITIONAL INFORMATION – Please refer to the E-Safety, anti-bullying and safeguarding policies for further safeguarding procedures in school.

SUPPLY TEACHERS

Essential information regarding school procedure and behaviour expectations will be available to supply teachers working in school.

REVIEW

This policy will be reviewed annually or as necessary

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.
- Talk to the children about making good behaviour choices
- Make sure the child understands and is clear about why their choice of behaviour was inappropriate.

Baston C of E Primary School Behaviour Policy Register

| Version Number | Review Date | Head Teachers Signature | Chair of Governors Signature | Date Agreed |
|--------------------------|-------------|-------------------------|------------------------------|-------------------------------|
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This policy has been reviewed and is underpinned by the beliefs and values of the declared Christian ethos of Baston C of E Primary School