

Standens Barn Primary School

Behaviour Policy



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Contents

Why do we need a Behaviour policy?	3
Roles and responsibilities	3
Teaching the Plan	4
Procedures	5
Involvement of outside agencies	5
Review	5
How do we implement our Behaviour policy?	5
School Ethos	5
Curriculum	6
Our Golden rules	6
Rewards	7
Sanctions	7
Fixed term/Permanent Exclusion	8
Support systems for Individual Pupil Need	8
Support Systems for staff	8
Support Systems for parents/carers	8
Monitoring and Review	8
Race Equality and Equal Opportunities	9

Behaviour policy

Why do we need a Behaviour policy?

The law requires schools to have a written behaviour and attendance policy. Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

The governing body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

Roles and responsibilities

The governing body will establish, in consultation with the headteacher, staff, and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear.

Governors will support the school in maintaining high standards of behaviour.

The headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

The governing body, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Teaching the Plan

Positive behaviour management underpins everything we do in school. The rules are therefore taught and consolidated at the beginning of each term. Teachers do this by:

- Explaining why classroom rules are needed
- Teaching the rules
- Checking for understanding
- Explaining the reward system
- Explaining the reason for having consequences
- Teaching the consequences
- Checking for understanding

Procedures

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement of outside agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the governing body informed.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher, staff, children and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

How do we implement our Behaviour policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. School Systems
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community. This involves using the principles and language of BEST.

Expectations of the school community:

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	To encourage regular communication between home and school

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship, taught using a variety of methodologies addresses our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should inform the children of what they are learning in a way which is understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Our Golden rules

(These expectations cover all aspects of school life including lunchtimes)

To be BEST. To be BRAVE (to give things a go; own up to things); ENTHUSIASTIC, to be and keep and others SAFE and to be THOUGHTFUL (consider the feelings of others and act considerately)

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise.
- Class reward systems (i.e. team points).
- Stickers, Certificates, Credits, Merits, Prizes .
- Special privileges.
- End of week/term/annual rewards.
- Rewards from variety of staff in school (i.e. good behaviour raffle at lunchtimes).
- Notes to Head teacher or Senior management.
- Letters to parents/carers.
- Peer praise/awards.

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands:

Level 1:

Breaking BEST. Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. This involves discussing BEST. Which one was broken? How was it broken? Why did it happen? Children and adult must be activate participates so that the child is engaged in questioning their behaviour and why they chose it and what they do next time. The attention must not solely focus on the offender but also lead him or her to understand the effect it had on the other child. Apologies must be conducted.

Level 2:

Persistent Level 1 breaking BEST behaviour or more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment . The individual school sanction system will then be followed; teacher may involve parents. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor. Notification of other staff and informal involvement of Senior Management/ Head teacher. See appendix for year group rewards and sanctions.

Level 3:

Very serious misbehaviour or persistent level 2 behaviour with no improvement over time when monitored. Formal involvement with the Head teacher, staff, and parents. Leads to an individual behaviour plan being put in place.

Level 4

Additionally education welfare and/or other outside agencies may become involved. (Last resort possible short or longer term exclusion – see appendices) This could also involve one off behaviour that is singularly inappropriate such as violence or swearing or damage to property – may lead to an exclusion.

Fixed term/Permanent Exclusion

Should the inappropriate behaviour persist, the child will be excluded from the school for an appropriate period at the Headteacher's discretion. The fixed term exclusion may range from half a day up to forty five days. Should the inappropriate behaviour persist or the behaviour is considered serious enough (such as attacking a member of staff or peer), the Headteacher will invoke permanent exclusion.

The behaviour policy is embedded into whole school practice and involves all staff and pupils. It is based on positive reinforcement, rewarding appropriate behaviour, and puts responsibility onto the pupils themselves for their behaviour. There is an expectation that all parents support the behaviour policy and model appropriate behaviour by example.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. nurture room, positive play, circle of friends, peer buddies/mentors etc)

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. This policy document was produced in consultation with the school community, including pupils, parents, school staff, Governors. This document is freely available to the entire school community. It has also been made available in the school newsletter and web-site.

Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent to the headteacher
- Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff

development where necessary. Our policy and practice are regularly reviewed by staff as outlined above and by our Governors.

Race Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multiethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity. Any incidents of a racist nature will be dealt with following our Behaviour Policy which is a comprehensive policy for children, staff, governors and parents / carers, visitors and contractors / sub-contractors and includes the possibility of exclusion. However, parents/carers will be informed if their child has been involved in a racist incident.

YEAR 5 AND 6

REWARDS	SANCTIONS
<ul style="list-style-type: none"> ➤ SMILEY FACES FOR COMPLETION OF ALL HOMEWORK TASKS, GOOD WORK AND EFFORT. ➤ BEST STICKERS FOR MEETING TARGETS, EXTREMELY GOOD WORK AND EXCELLENT EFFORT. ➤ GOLDEN TIME REWARD FOR ALL PUPILS WHO MEET LESSON BEHAVIOUR EXPECTED. ➤ CLUBS AND REPRESENTATIVE TEAMS OPEN TO ALL CHILDREN WHO MEET BEHAVIOUR EXPECTATIONS. ➤ PUPIL OF THE WEEK CERTIFICATE (BEST PUPIL) ➤ BRONZE, SILVER, GOLD AND PLATINUM CERTIFICATES. ➤ OPPORTUNITY TO BECOME A HOUSE CAPTAIN IN YEAR 6 FOR THOSE PUPILS WHO CAN BE A POSITIVE ROLE MODEL TO THE REST OF THE SCHOOL BY EXHIBITING OUR BEST CORE VALUES. ➤ READERS LEAGUE TABLE WITH TERMLY PRIZES. 	<ul style="list-style-type: none"> ➤ VERBAL WARNING FOR FIRST INCIDENT OF MISBEHAVIOUR (LEVEL 1) ➤ WARNING WALL – GOLDEN TIME CARD PLACED IN ‘RED WARNINGS BOX’ FOR REPETITION OF MISBEHAVIOUR (LOW LEVEL CLASSROOM DISRUPTION REPEATED (LEVEL 2) ➤ LOSS OF GOLDEN TIME FOR FURTHER REPETITION OF MISBEHAVIOUR – 15 MINUTE INCREMENTS. (LEVEL 2) ➤ IMMEDIATE LOSS OF GOLDEN TIME FOR MORE SERIOUS INCIDENTS OF MISBEHAVIOUR OR DETENTION WITH MR CARTER AT LUNCH TIME (LEVEL 3) ➤ INTERNAL EXCLUSION WITHIN YEAR 5/6 OR LOSS OF PRIVILEGES FOR REPEATED INCIDENCES OF MISBEHAVIOUR (E.G. SUSPENSION OF AFTER SCHOOL ACTIVITIES – TEAMS, CLUBS ETC. ➤ DIALOGUE WITH PARENTS AND ESTABLISHMENT OF BEHAVIOUR INCENTIVE SCHEME AND OR BEHAVIOUR CONTRACT.

YEAR 1 AND 2

REWARDS	SANCTIONS
<ul style="list-style-type: none"> ➤ SMILEY FACES. ➤ VERBAL PRAISE ➤ STICKERS ➤ BEST STICKERS ➤ MINI CERTIFICATES. ➤ USE OF THE COMPUTER – COLOUR MAGIC DURING REGISTRATION ➤ SHARE INFORMATION WITH PARENTS ➤ PRAISE STAMPS. ➤ SHOW TEACHER TO ANOTHER TEACHER IN YEAR GROUP OR HEADTEACHER. ➤ BEST STICKERS FOR MEETING TARGETS, EXTREMELY GOOD WORK AND EXCELLENT EFFORT. ➤ GOLDEN TIME REWARD FOR ALL PUPILS WHO MEET LESSON BEHAVIOUR EXPECTED. ➤ PUPIL OF THE WEEK CERTIFICATE (BEST PUPIL) 	<ul style="list-style-type: none"> ➤ LINKED TO GOLDEN TIME – MOVE ALONG CLOUDS. LOSE GOLDEN TIME. ➤ INTERNAL DETENTION (LEVEL 2.LEVEL 3) ➤ TIME OUT (LEVEL 2) ➤WORK ON AN INDIVIDUAL TABLE (LEVEL 2+) ➤ WORK IN THE SHARED AREA (LEVEL 2 +) ➤SPEAK TO PARENT (LEVEL 2+) ➤ SENT TO LEADERSHIP (LEVEL 2 +) ➤ MISS PLAYTIMES (LEVEL2+)

<ul style="list-style-type: none"> ➤ BRONZE, SILVER, GOLD AND PLATINUM CERTIFICATES. ➤ 	
<p>YEAR 3 AND 4</p>	
<p>REWARDS</p>	<p>SANCTIONS</p>
<ul style="list-style-type: none"> ➤ SMILEY FACES FOR COMPLETION OF ALL TASKS, GOOD WORK AND EFFORT. ➤ BEST STICKERS EXTREMELY GOOD WORK AND EXCELLENT EFFORT AND BEHAVIOUR. ➤ GOLDEN TIME REWARD FOR ALL PUPILS WHO MEET LESSON BEHAVIOUR EXPECTED. ➤ PUPIL OF THE WEEK CERTIFICATE (BEST PUPIL) ➤ BRONZE, SILVER, GOLD AND PLATINUM CERTIFICATES. ➤ VERBAL PRAISE ➤ STICKERS ➤ NOTES HOME ➤ SHOW WORK TO OTHER TEACHERS ➤ PRAISE STAMPS 	<ul style="list-style-type: none"> ➤ WARNING FIRST ➤ LEVEL 2 – LOSE MINUTES OF PLAYTIME MANAGED BY THE CLASS TEACHER. WORK REPEATED. ➤ WORK IN THE SHARED AREA (LEVEL 2 +) ➤ SENT TO ANOTHER CLASS IN THE YEAR GROUP TO COMPLETE WORK. (LEVEL 2+) ➤ SENT TO WORK IN ANOTHER YEAR GROUP (LEVEL 2+) ➤ SPEAK TO PARENT (LEVEL 2+) ➤ SENT TO LEADERSHIP (LEVEL 2 +) ➤ CONSISTENT BAD BEHAVIOUR (LEVEL 2+) – PARENTS INFORMED. ➤ LOSS OF GOLDEN TIME. ➤ LUNCHTIME DETENTION

