

BRIZE NORTON PRIMARY SCHOOL BEHAVIOUR POLICY

This policy was adopted by the Governing Body on 25th September 2008.

This policy will be reviewed by staff and governors annually in consultation with children and parents.

Review Date Planned	Review Date	Date adopted by Governing Body
September 2011	5th September 2011	1st December 2012
September 2012	4 th September 2012	
1st September 2013	3 rd September 2013	
4th September 2014	throughout September 2014	9th October 2014

Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed so that all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where everyone can learn to the best of their ability. It is based on a clear and fair system with consistent boundaries and routines.

The behaviour policy must be consistently applied and communicated clearly to all staff, children and parents.

Expectations

Everyone in the school community can expect:

- to be recognised as a valuable member of the school community;
- to have a say regarding the rules of the classroom and the school;
- to apologise to anyone they have offended;
- consistency from all the adults in the school;
- recognition for good behaviour;
- to be treated with respect by adults and children alike;
- to be given strategies to cope with conflict;
- to be listened to when they have a problem;
- to be recognised as an equal member of a diverse society.

School Promise

- We look after our school and share everything.
- We care about and respect each other, being honest at all times.
- We listen and work hard all of the time.
- We show good manners and politeness.
- We are sensible and calm in all areas of the school.
- We are kind and help each other enjoy playtimes.

Foundation Stage

In Foundation Stage children learn that there are good and bad choices in different situations. We teach the children how to make the right choice and to recognise that certain choices have consequences. At the start of the year the Foundation Stage staff agree on some basic classroom rules with the children. The children are encouraged to demonstrate these rules by making the right choices and are rewarded with a leaf, with their name on it, being put on the tree of praise.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- staff praise children;
- children are encouraged to praise each other;
- teachers give stickers for good work or behaviour;
- at the end of the week we hold a whole school celebration assembly – in this assembly teachers choose children to receive a Star of the Week and a Value Award

Classes also work together to earn a class reward. Each class has a jar at the front of the room. For each of the four daily sessions (before break including break; after break; lunch time; afternoon), the teacher has in mind a “secret pupil”. At the end of the session, he/ she announces whether or not the “secret pupil” has followed our School Promise. If the child has done so, a ball or marble is added to the jar. Depending on whether it would be useful for the child, the teacher might quietly tell the “secret pupil” who he/ she is. If any child does something particularly exceptional, the teacher may award the class a bonus marble.

When the jar is full, the teacher and children negotiate a whole-class reward, such as any extra playtime at a time to fit in with the curriculum. This reward system is completely separate from the sanctions system; all children take part in the reward.

In addition, if a child has done something special (e.g. being kind or trying hard), he/ she is given a raffle ticket. At the end of the week, the class raffle tickets are used in a lottery for a small prize.

Sanctions: Key Stages 1 and 2

If a child does not follow our School Promise, sanctions follow the steps below. The school day is divided into four sessions. In any session, any member of staff may apply sanctions, which build up following the steps during that session. At the end of each session all steps are reset, to encourage children to have fresh starts throughout the day.

- Session 1: from the start of school to the end of morning break
- Session 2: after morning break up to the beginning of lunch time
- Session 3: lunch time (in the hall and playground)
- Session 4: afternoon

The Steps

1. verbal warning.
2. written warning: a warning card is put by the child’s name in the chart on the wall
3. Consequence. The child misses break time. Consequences take place in the shared area with a designated TA. During the consequence, Key Stage 1 children are asked to discuss their behaviour with the TA and sit and think about it quietly. Key Stage 2 children are either asked to complete work they have not completed as a result of the poor behaviour, or write a letter of apology to the person (child or adult) they have hurt. In the letter, they will own up to what they have done, say that they understand how they have made the person feel, and promise not to do it again. At the end of break time, the letter is photocopied: the original is given to the person, and the copy is filed by the class teacher.

There is a consequence record book, which is brought round to each teacher just before break time. Teachers write in the book the date, the name of the child and reason for the consequence.

4. If a child is told they are having a consequence and still continues to misbehave during that session, he/ she is given the opportunity to calm down by being asked to sit for ten minutes in another classroom. A teacher or TA escorts them to the other classroom and asks them to sit quietly. The teacher and children in that class are encouraged to ignore the child.
5. If a child refuses to leave the room, refuses to sit quietly in another room or continues to misbehave after returning from the other room, the headteacher is called. She will contact the parents, who may be asked to

attend a meeting with the headteacher. The headteacher will choose an appropriate sanction, which may include a lunch time consequence or a fixed-term exclusion.

If the headteacher is not available, another teacher will have been designated to be in charge: he/ she can fulfil the role of headteacher on that occasion, and the incident will be followed up on the headteacher's return.

Physical Violence

The safety of all children is paramount in all situations. If a child deliberately threatens or physically hurts another child or adult, a consequence is immediately given and the headteacher is informed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents to discuss the situation and put an action plan in place.

Repeated Sanctions

If a child receives five consequences in one half-term period, the parent and child are asked to attend a meeting with the class teacher. Behaviour targets are agreed and the child is given a Behaviour Record Book. At the end of every session, the class teacher notes how well the child has behaved, and at the end of the day the book is taken home for the parents to sign. This system continues until the child has managed five consecutive days of good or better behaviour.

If a child is still using the Behaviour Record Book after fifteen school days, it is converted into a Headteacher Behaviour Record Book. At the end of each day, the headteacher discusses the behaviour with the child and signs the book before the book goes home for the parent to sign. This enables the headteacher to keep track of the child's progress and to consider bringing in external support.

School Organisation

Classroom:

- The school promise is displayed in each classroom and in shared areas.
- The school values are promoted and celebrated in each classroom.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school promise and values are enforced in their class, and that their class behaves in a responsible manner during the school day. Class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Class teachers treat each child fairly and enforce the classroom rules consistently. All staff treat all children with respect and understanding. They take time to listen to children and help them resolve situations that may be worrying them.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to the governing body on the effectiveness of the policy. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher investigates all reported incidents whether from children, staff or parents.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the headteacher may permanently exclude a child. Both actions are taken after the governing body has been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We explain the school promise in the school brochure and on the school website. We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour. If the school has to use sanctions in regard to unacceptable behaviour choices, parents should support these actions. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The role of the governing body

The governing body has the responsibility for reviewing with the headteacher the effectiveness of the behaviour policy. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy.

Fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the headteacher has the authority to exclude a child from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently.

If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The headteacher informs the LA and the governing body about any exclusion.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of the policy and any changes. The school keeps a variety of records of incidents of misbehaviour, including the consequence record book, all Behaviour Record Books and records of all serious or violent incidents.