

BRANDESBURTON PRIMARY SCHOOL

Behaviour Policy



Introduction

Under the Governors' Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment. A copy of this written statement can be obtained from the school office.

Rationale

Together We Believe, Together We Achieve.

In our school everybody works constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to: Promoting good behaviour is an integral part of the provision within our school. All children have the right to feel happy, safe and secure and to learn, free from distraction and disturbance.

We are a caring community, whose values are built on mutual trust and respect. The behaviour exhibited by children makes a profound impression upon the life of the school. We believe that once high standards of behaviour are in place, the task of helping every child achieve their potential is easier and the quality of learning enhanced.

Aims

- To develop a sense of community with an atmosphere of stability, where safety and success prevail.
- To create an ethos where all members of the school community can thrive, feel respected and valued, safe and secure.
- To focus on the positive, recognising and rewarding positive behaviour and emphasising the importance of being valued.
- To promote high standards of self-discipline, instilling in children the ability to take responsibility for their actions.
- To develop independence and to promote respect, courtesy and honesty.
- To enhance adults' and children's self-esteem through supportive and positive relationships.
- To liaise closely with parents regarding their children's behaviour.

Why do we need a Behaviour Policy?

To make clear:

- The boundaries of acceptable behaviour
- A system of rewards
- A hierarchy of consequences
- Arrangements for fair and consistent application
- Promotion and importance of respect for others, intolerance of bullying, the difference between "right" and "wrong", with reference to Human Rights, intolerance of racial or sexual harassment.

Ways we promote positive behaviour

- We encourage relationships based on kindness, respect and understanding of the needs of others
- Fairness, consistency and honesty are maintained by all stakeholders
- Consistent positive equal opportunity for all
- Promotion of high standards by modelling positive behaviour
- School rules are promoted at every opportunity through modelling and our school ethos, e.g. in assemblies and R.E.
- Class charters are decided upon in the first week of the new academic year

- Routines and high expectations are well established – playtime management, before and after school supervision, high visibility of staff during movement, consistent approaches to behaviour from all staff.
- Circle time, SEAL and SEAD are planned for
- School committees – School Council, JRSO, Eco Warriors – are given a high profile and act as the pupil voice
- Opportunities to make positive choices about behaviour are provided
- Play leaders and Peace makers
- On-line safety ambassadors
- Use of a wide variety of rewards
- Home/School Agreements / books
- Parent Evenings three times each year
- Personal contact with parents on a regular basis
- Positive role models
- Special mention assemblies
- Monitors assisting in and around school

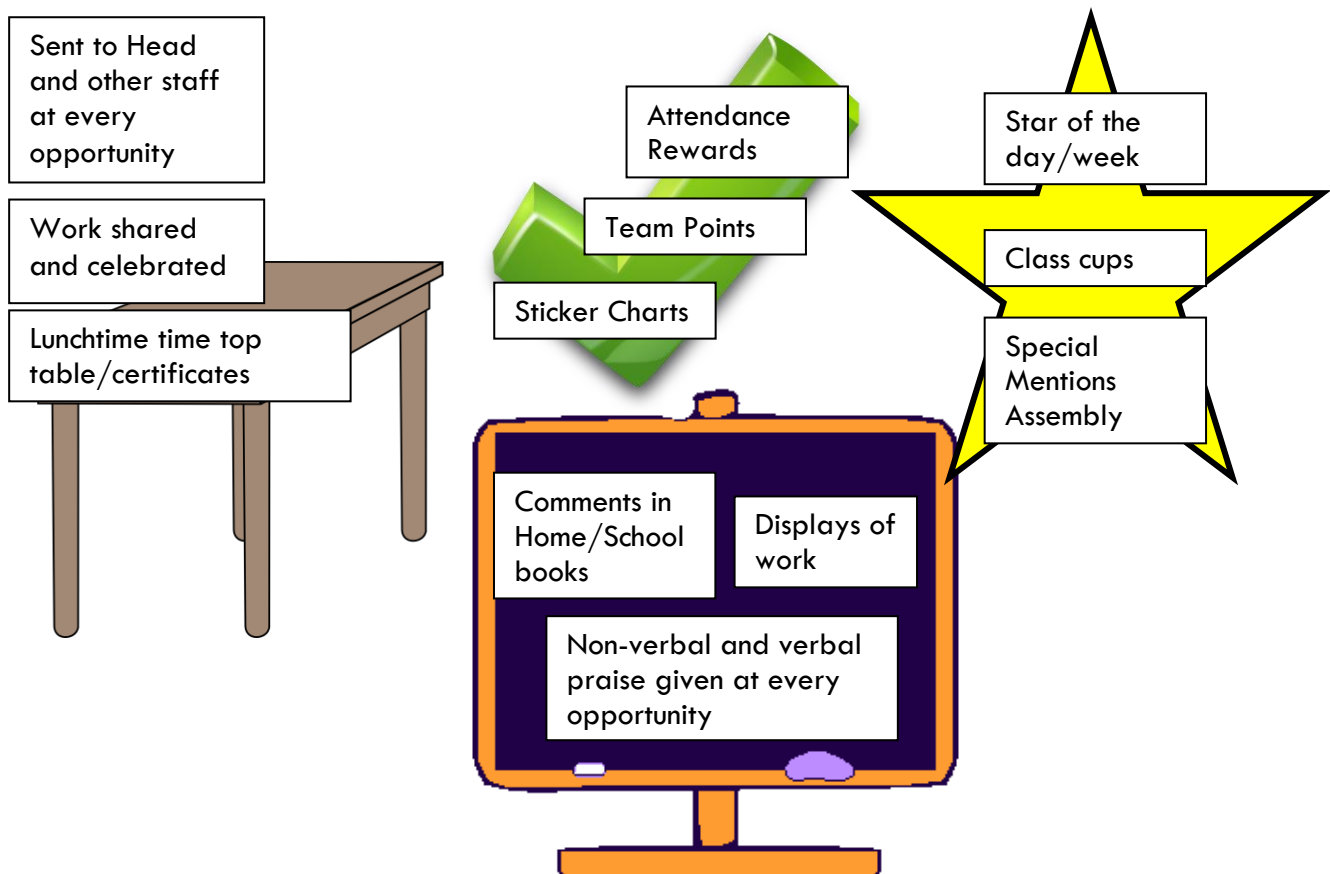
Behaviour Management within the Classroom

- Positive behaviour and attitude is encouraged and rewarded and appreciation is shown for effort and contribution
- Lessons start and end on time
- Work is appropriate to pupil abilities with realistic expectations
- Clear guidance on work requirements is given
- Resources and materials are well-organised and pupils are grouped/seated appropriately
- Inappropriate behaviour is handled calmly, quickly, effectively
- Colleagues are consulted to address difficulties
- Headteacher, the SLT and Key Stage leaders are made aware of concerns

Rewards for positive behaviour

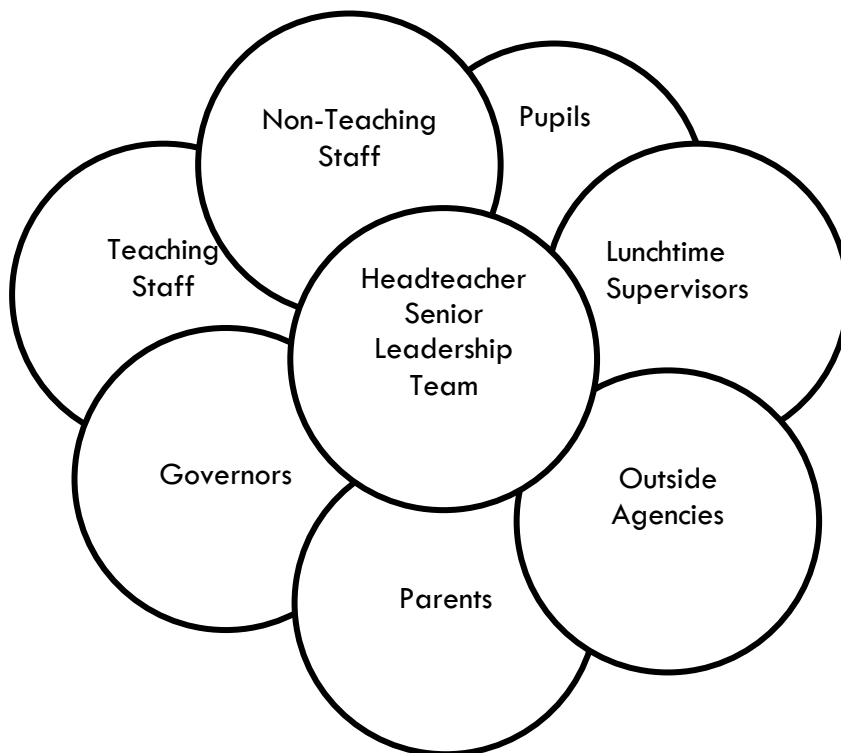
Praise is the most powerful form of influencing children's behaviour

All pupils are able to access rewards. The whole school rewards procedure is based on sticker charts and is directly linked to all areas and times of the day and is publically recognised.

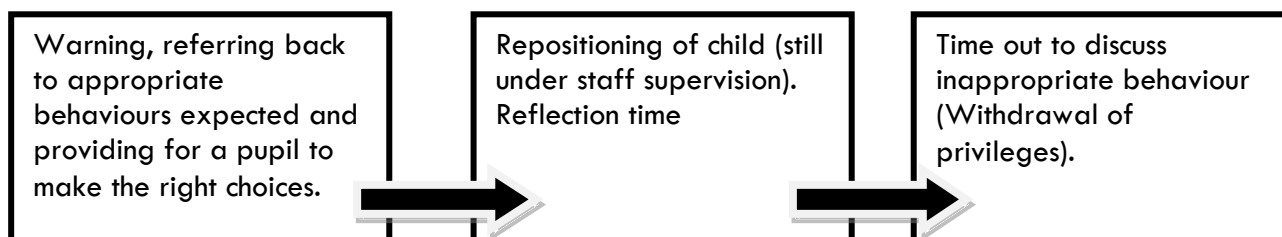


Hierarchy of support for promoting positive behaviour.

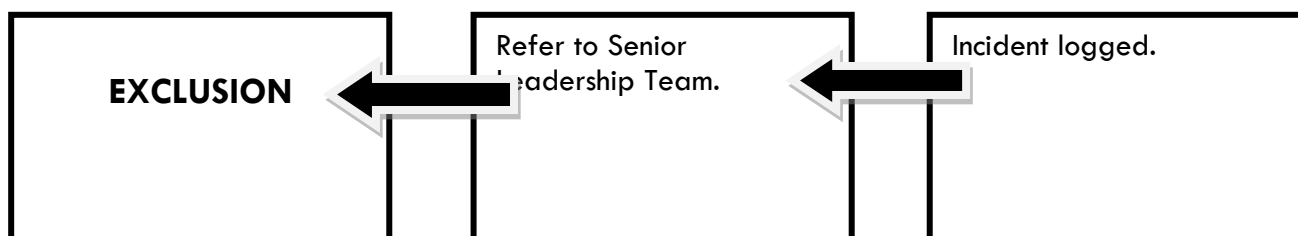
It is the responsibility of all stakeholders to promote positive behaviour.



Consequences



Parents are contacted at each stage as appropriate.



All incidents are recorded and information stored in Pastoral Care notes or incident log books. The pastoral notes travel through school with the pupils. Should incidents be frequent, serious, bullying or racial, parents/carers are informed and relevant action is taken.

Individual Behaviour Plans, report cards and or home school books may be used to monitor behaviour and to communicate progress to parents/carers.

Exclusion from school (fixed and permanent) is seen as a last resort to be used only after a range of other strategies have been tried or for serious one-off incidents which directly threaten the health, safety and welfare of pupils or adults in school.

Support Systems

We recognise that some pupils need extra support to help manage their behaviour. Early identification is essential and where necessary advice is sought from the Behaviour Support Team with pastoral support programmes drawn up for pupils most at risk. We therefore recognise the need for differentiated behaviour management.

SEAL (Social, Emotional Aspects of Learning) is used as a further support to promote good behaviour. This is intended to provide a consistent support structure throughout the whole school community.

There may be occasions when we will seek support from:-

- Educational Psychologists
- Education Welfare Officers
- Social Care teams
- CAT team
- Behaviour Support Teachers
- Beeford children's centre
- PSA

Exclusions

Good discipline in school is essential to ensure that all pupils can benefit from the opportunities provided. The Government supports head teachers in using exclusion as a sanction where it is warranted. Permanent exclusion should only be used in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Home-School Agreement

Every parent is asked to sign this agreement on their child's entry to the school. This builds on our Positive Behaviour Policy. The term children enter Year 3 they are asked to sign it with their parents after discussion in class.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of it. If necessary, recommendations for further improvements are made.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy in line with local and national developments. The governing body may, however, review the policy earlier than this if it receives recommendations on how the policy might be improved.

Publicising the Policy

- Annually through our newsletter
- New staff, parents and pupils will be informed
- Supply Staff have access in the Staff Handbook
- Governors will review it regularly in consultation with Headteacher
- Pupils are informed of contents regularly, according to age/understanding

Review and Professional Development

Staff development will be considered when needs or opportunities arise.

The Policy will be evaluated and reviewed annually.

This policy is linked with the Anti Bullying Policy and the Disability Equality Scheme.

Reviewed September 2016

To be reviewed September 2017

Appendix 1 Lunchtime procedures for lunchtime supervisors

- Be gentle
- Be kind and helpful
- Be honest
- Look after property
- Listen to people

Lunchtime supervisors meet every half term. There is constant review of standards of behaviour.

Lunchtime supervisors have a variety of strategies to recognise and reward good behaviour. E.g. stickers, certificates, Special Mentions in assembly.

There is a wide range of play equipment stored outside. The senior supervisor will be responsible for selecting a variety of activities to be placed on the playgrounds and asking pupils to return them at 13.05 daily.

Y6 pupils are trained as Young leaders and support/deliver activities during the lunch hour.

Y5 pupils are trained as Peacemakers and support on the front playground

Pupils who behave inappropriately will be given time out and/or will be expected to walk with a lunchtime supervisor to 'calm down' until such time as the supervisor feels that the pupil is ready to return to his or her peers.

Lunchtime supervisors' record any incidents in the lunchtime books, one for the front playground, one for the back playground and one for the hall. Books are handed to the senior supervisor at the end of each lunchtime so that any issues may be followed up. Relevant information about the incident will be stored in the pastoral care notes.

The head teacher is kept informed of any issues, so that these can be discussed with the pupils concerned.

Exclusion at Lunchtime – A child who breaches the parameters of acceptable behaviour would be excluded from school at lunchtime. Such a decision is made by the Headteacher after consultation with staff.