



## Behaviour Policy

February 2017

### Value Statement

This policy is underpinned by the following essential principles:

Praising good behaviour

Building good relationships

Developing good home/school links

Planning for effective classroom and school management

Involving all staff

Good behaviour is conduct, which assists the school to fulfil its function, namely the full development of the potential of all its pupils. Bad behaviour is conduct that prevents this, either when an individual, by behaving badly, prevents his/her own development or hinders progress for other members of the school community.

Discipline is a system of rules for good behaviour and is fundamental to the schools aims. It follows that good behaviour is that which conforms to reasonable expectations and the requirements of the school.

Consideration for others is the prime factor. Children are expected to behave in such a way, that no other child is prevented from learning, or is put in physical danger by the improper behaviour of others. Staff will treat children with politeness and consideration and it is expected that children will return this with courtesy.

Good discipline is maintained by *constant supervision and the anticipation of problems*.

Good behaviour is encouraged through a clear system of rewards. When unacceptable behaviour is present, sanctions understood by staff, pupils and parents exist to counter it.

Beever Primary School has adopted the 'Team-Teach' training approach, which is BILD accredited. A significant part of the training centres on minimising the requirement for use of force and it also includes a range of personal safety strategies and methods for holding children safely.

We cater for children between the ages of 3 – 11 years. The majority of our children attend nursery part time, some of our younger children may require assistance with toileting and personal care. On occasions, young children require physical comforting and reassurances. We expect staff to act as a reasonable parent.

There may be occasions when it is necessary for staff to use a physical intervention. Allowing a child to hurt themselves or others, damage property or put themselves in a dangerous situation is clearly not in the best interests of the child and therefore interventions are justified.

## **Rules**

At the beginning of each year, members of staff will, in conjunction with the class, develop its own set of class rules. The commonality of approach by all members of staff will ensure that rules are broad and share the same common themes, but which also give ownership of them to the children.

## **Rewards**

“Catch us doing something good”

Any action in which a member of staff recognises as contributing to the school aims, e.g. Good manners, co-operation, good work, helpfulness, etc is rewarded.

A variety of strategies for rewards are used within the school. Some of these are outlined below

### Foundation stage

Instant sticker reward

Duck/Flower stamp (extra special instant reward)

Weekly smiley face chart- Prizes for 3-4 children (reception only)

Key Stage 1 and Early years’ assembly awards (Weekly)

Every term the school holds a special assembly in which special awards are given out to children for good work/behaviour etc.

### Key Stage 1

Instant sticker reward

Star of the day- 5 stickers and choose from a prize box.

Star chart – 10 stars to gain a prize

Marbles in the jar- contributes to length of Golden time.

Key Stage 1 and Early years’ assembly awards (Weekly)

Every term the school holds a special assembly in which special awards are given out to children for good work/behaviour etc.

### Key Stage 2

Key Stage 2 is divided into four houses, Thames, Egerton, Moorby and Shaw. Good behaviour or work is rewarded with house points. Each child collects these on its individual reward card. Prizes are awarded to children for collecting 100 house points (one side of their card) and for completing their card (300 house points).

Some classes operate a raffle ticket system to reward good behaviour, with a prize drawer being held at the end of each week, others use house points to contribute to the length of golden time the children receive.

In addition to house points, staff will nominate children to receive a merit certificate in Friday’s assembly. This nomination can be for good work or behaviour.

Stickers are also used to reward children for good work or good behaviour.

Every term the school holds a special assembly in which special awards are given out to children for good work/behaviour etc.

## **Sanctions**

Sanctions for inappropriate behaviour will include:

Verbal reprimand

Choosing chair

Time out in the class area

Time out in another class

Loss of privileges e.g. Part of playtime/activities

Class teacher may talk informally with parents

Home/school liaison (smiley face) chart may be started

Behaviour log may be started

Behaviour cards may be used

Taken to Mrs. Hilton (Pastoral leader)

Taken to Mrs. Edwards (Deputy head)

Taken to Mr. Oates (Headteacher)

A formal meeting with parents may be arranged with Mr. Oates and the classteacher.

Serious offences will result in a fixed term exclusion- according to Local Authority guidelines. Permanent exclusions may also be used in extreme circumstances, again according to Local Authority guidance.

The Local Authority has developed clear procedures for excluding pupils whose bad behaviour has become quite unacceptable. Hopefully before the headteacher is required to invoke such drastic measures the school can draw on an established system of sanctions, which, if effective, avoid such terminal decisions. A copy of these sanctions is attached. (Appendix A)

Behaviour Policy

**Sanctions**

Yellow card      Bad language in peer group  
                            Cheek  
                            General disobedience after a first warning  
                            Stealing (minor)

Red card            (3 Yellow cards, consult with parents)  
                            Fighting  
                            Stealing (major)  
                            Insolence and defiance  
                            Deliberate and continual disruption  
                            Theft  
                            Deliberate vandalism  
                            Bullying  
                            Leaving school without permission

(first 2 red cards, informal detention or loss of privilege, third red, formal detention)

Exclusion

Verbal abuse to staff

Physical abuse to staff

A serious, deliberate and violent attempt to injure

Making a clear offensive remark to a member of staff or about a member of staff and witnessed by a member of staff.

**Guidelines**

**After the formal detention has been given**

Any remaining cards to be removed from record, child has a fresh start.

Child should be collected by a parent after the detention. It would be usual policy for the parent and head teacher to have a meeting during the child's detention.

Should there be a further red cards accrued, this will trigger a time-limited exclusion. Periods of exclusion will be increased pro-rata should there be repeated offences.

At the end of the school year, all cards will be cleared for a fresh start in the child's new class.

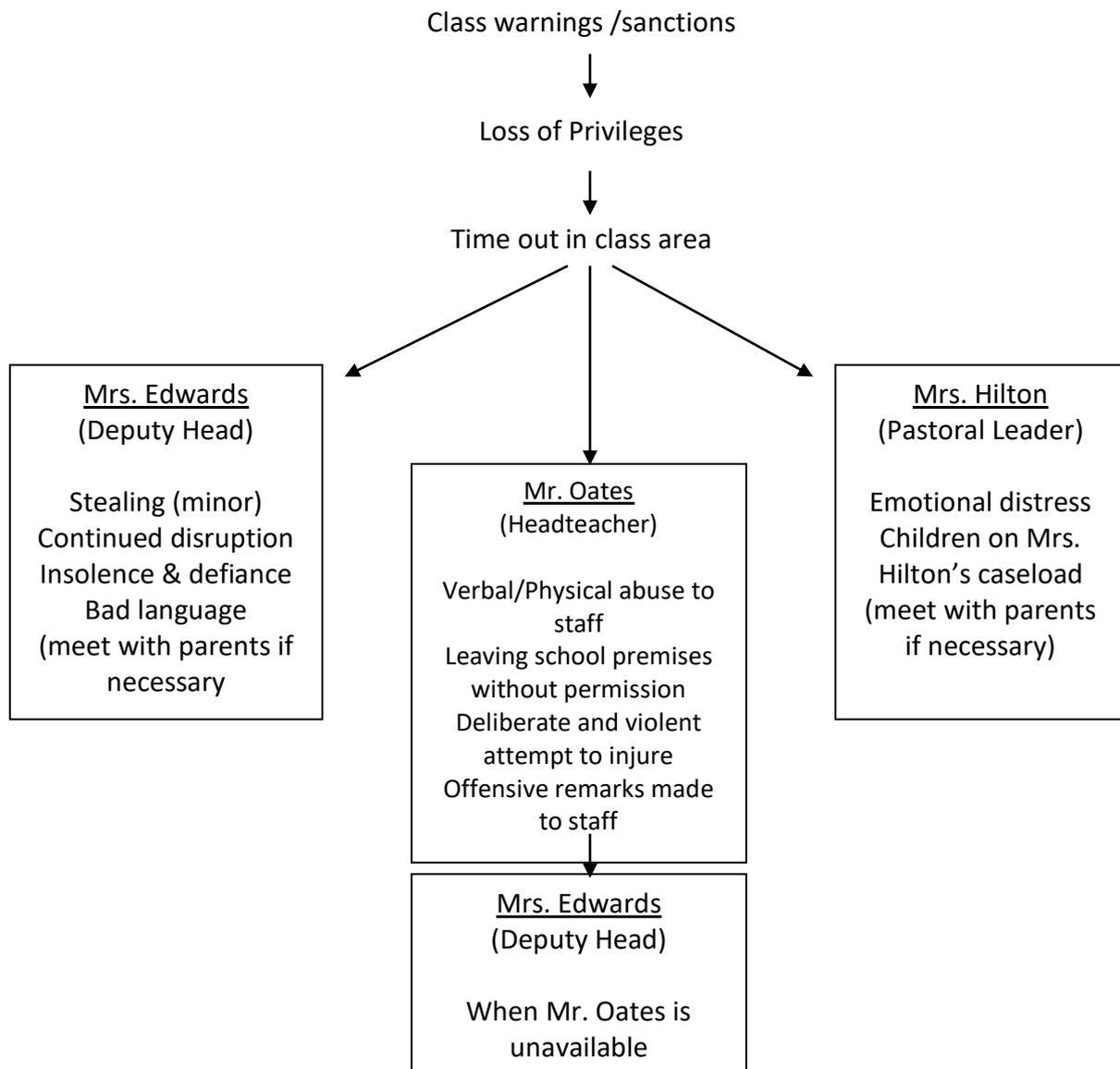
Exclusions will remain on a child's record for a period of twelve months. If there are no further excludable offences, then the exclusion will be cleared.

**General**

Once a child has received a card, an arrangement can be made between staff and pupil, which enables the child to work towards removing the sanction. His/her 'contract' will be commensurate with the offence and/or frequency of the offence.

Once a child has had their exclusion, there is a formal procedure in which the child is re-admitted to school. The child and parent should enter school at the front door on the first morning back and meet with the Head teacher before being re-admitted to class.

### Behaviour Flowchart





Date:

Dear Parent,

I am writing to inform you that \_\_\_\_\_ was issued with a red card today for \_\_\_\_\_.

A red card is given for particularly poor behaviour, and I hope that by receiving this, your child will understand the serious nature of the incident involved and will work to remove this sanction from their record.

If you need to speak to myself about this incident, please contact the school for an appointment.

Yours sincerely,

\_\_\_\_\_

Name of Child \_\_\_\_\_

I can confirm I have received the letter regarding the red card issued to my child.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_