

Brown Clee C.E.Primary School

Behaviour



Policy Document

Reviewed Sep 2018
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BEHAVIOUR POLICY

At Brown Clee CE Primary School we develop an awareness of what constitutes good behaviour based on Christian values. We aim to produce an environment where everyone, especially children, feel safe, secure and respected enabling children to develop a sense of self-worth, respect and tolerance of others based on forgiveness.

Principles:

This policy seeks to inform and give guidance to all staff, governors and parents on the ways in which acceptable standards of behaviour and discipline are to be achieved and improved upon within the school.

The aims of the school include:-

" That each child develops to the fullest extent as a balanced member within the community. This implies that we actively encourage the academic, physical, emotional, social, creative, moral and spiritual development of each child in our care. It is the aim to cater for this all round development of each child in a calm, caring environment in which they can foster and promote meaningful relationships and acquire knowledge and skills relevant to the transition to Secondary education."

" To develop a system of education suited to the individual needs of the children and to instil in them a desire to work hard and achieve the best possible results within their capabilities."

" The aim is to develop independence, self reliance, self-control and consideration for others and the environment "

" The children are encouraged to help and support one another with the code of behaviour being based on never being deliberately unkind to one another."

(School Prospectus)

Everyone in the school, staff, children and visitors are expected to behave in an appropriate and responsible manner towards themselves, others and their environment showing consideration, courtesy and respect providing an atmosphere where self discipline will be encouraged.

Guidelines and procedures:

Corporal Punishment is not administered.

Good manners are to be encouraged by all staff i.e. saying please and thank you, waiting their turn, table manners, etc.

A House point system exists within school to promote positive behaviour, attitudes and encourage quality work. Points should be given for helpfulness, exemplary behaviour, and excellent work, bearing in mind each child's individual capabilities.

Rewards for good behaviour may include the following:-

- Individual praise; public commendation; visit other teachers to show work.
- Comments in books.
- House Points/Reward Charts
- Choosing an activity or a special job
- Display of work
- Letter home / Certificates

If our teaching is to be effective and learning is to take place we expect responsible behaviour from the children. It is in the child's interest to use classroom time purposefully and where this is not the case staff may need to retain the child/children at break times in order to help them achieve set targets.

If necessary, due to unacceptable standards of behaviour, an alternative break time activity may need to be found to ensure close supervision in the best interest of the child and his/her peers. When children need to be retained during break staff should provide 'meaningful' tasks, these may include the following:-

- completing unfinished class work
- children writing down what had happened in the incident and stating the reason why it should not have happened.
- completing a 'behaviour reflection' sheet
- writing letters of apology etc.

When appropriate, short term targets either for individual children or groups should be used. Targets should be clearly defined and children made aware of expectations.

Positive praise should be given for achievements.

Staff should deal with incidents as they occur and follow the procedure as outlined:

Level 1

- Positive behaviour reinforcement, indicating children who are behaving correctly
- Appropriate ignoring
- Giving verbal warnings
- Reasoning
- Encourage an apology if necessary
- Child's name and eye contact

Level 2

- Giving verbal warnings and stating consequences
- Moving child in the classroom
- Sending child to work alone on a separate table
- Restricting free choice
- Losing their class responsibility or special job
- Encourage an apology if necessary this may be written

Inform the Head Teacher from this point on

- Sending child to another teacher
- Restricting playtimes
- Involving parents informally
- Inclusion in the incident book
- Football incidents will incur a ban for a period of time

Level 3

- Sending to the Head
- Formal letter to parent
- Formal letter to parent requesting meeting
- Meeting with parent
- Use of Home School Link Book for lessons and/or playtimes
- Report sent home daily/weekly for parent to sign
- Weekly meeting with parent to discuss behaviour

Level 4

- Stopped from going on a school trip (for Health and Safety reasons)
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Its Good to be Green Scheme

We use the 'Its Good to be Green' scheme as a visual reminder to children of their current behavior and to encourage children to take responsibility for their own behavior. All children get a warning for any inappropriate behavior, but if a repeat offence occurs they change their green card to an amber card. If a child 'offends' again then they change from amber to red and receive a sanction. All children start the day on a green card.

Non-Negotiables

Swearing and intentional hurting others are considered as non-negotiable and untolerated behavior. Children will go straight to Level 3 for behavior management and the child's name and behaviour will be recorded in the incident book, and the behavior doesn't improve then Level 4 will be considered.

Exclusion

A child would be excluded if their behaviour is such that it threatens the safety of others, is causing a serious disruption to school life, is a serious case of disobedience to a responsible adult in school or has been continuing over an extended period with no sign of improvement. As far as possible parents and children will be warned in advance that exclusion from school could be a possibility. We know that exclusion from school may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of its misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school. Excluded children would always be given work to do at home.

When would a child be excluded?

For instances of very serious behaviours, for example, a serious fight or bullying, serious racist incident, parents will be contacted immediately and required to come to school.

Should a child be involved in several such incidents in any one term, the Head will ask to meet the child's parent/s in order to discuss further actions. At this meeting, which will be minuted, the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue exclusion procedures will be implemented.

In the rare event of an extremely serious incident e.g. physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures will be immediately implemented.

If a child is excluded it will always be in line with legal requirements.

Voluntary Helpers

Voluntary helpers should be made aware of the graduated response to unacceptable behaviour and report any incidents to the class teacher.

Incident/accident book

The following incidents should be recorded in the incident/accident book which is situated in the school office:-

- where physical harm has been inflicted
- bullying
- racial or sexual harassment
- physical damage to property / vandalism

The date and nature of the incident should be written down together with the action taken.

Racial or sexual harassment and bullying will not be tolerated from pupils or staff and any such incident should be reported to the Head.

In line with government policy, any bullying, racist or sexist incident will be reported to the Governors and Local Authority.

Where a child's behaviour causes concern the parents/carers will be contacted. Following discussions with the parents/carer a home/school link book may be introduced in which daily comments from teachers will be written. Where possible emphasis should be placed upon the child's positive behaviour. Parents/carers will be encouraged to respond to these daily reports. The child should report to the head at the end of each day/week where the teacher's comments will be discussed with them.

Parents/carers are encouraged to come and discuss any matters for concern that they feel may affect their child's learning, attitude or behaviour.

Success Criteria:

- Evidence that all school staff are aware of and familiar with the school's behaviour policy and that it is being implemented.
- Consistency of implementation.
- The behaviour of children in class, on the playground, around school, on school visits etc. reflects the school's aims as stated within this policy.
- All staff recognise the graduated response to behaviour involved for dealing with problems that may occur.
- Recognisable improved behaviour from individual children on home/school link programme.
- Good communication and liaison between school and parents regarding children's behaviour.

- Incident book is in operation and kept up to date.

Implementation:

This policy should be implemented by all school staff.

Resources for playground games are available for lunch time Senior Supervisors to refer to and use.

The school considers the following definitions useful:

Racist behaviour is:

- any hostile or offensive action or words by a person of one ethnic group or culture against a person of another group.
- It does not need the presence of pupils or staff from different ethnic backgrounds for racist attitudes to be apparent and racist language to be used, sometimes casually and apparently without awareness that it might be offensive.

Bullying is:

- deliberately hurtful behaviour
- repeated over a period of time
- is difficult for those being bullied to defend themselves

It may take the form of:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, racist remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups

Sexual harassment is:

Sexist harassment

- Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their gender.
- These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.
- Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
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Sexual harassment

- Bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.
- Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.
- It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Sexual bullying may affect boys and girls.

This Policy should be read alongside the:
Race Equality and Race Relations Policy
Equal Opportunities and Inclusion Policy

Anti-bullying Policy
SEN Policy