



Bromesberrow St Mary's C of E (VA) Primary School

Behaviour Policy March 2018

Headteacher

Governor

The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently. Our behaviour 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. *This policy complies with section 89 of the Education and Inspections Act 2006.* This policy should be read in conjunction with our Attendance Policy.

In line with the Every Child Matters Agenda, we aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

Objectives

- To raise pupils' self esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

Implementation

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.

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 inform the school as soon as possible, giving reasons for their 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 at least one up to date emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	Support the school in communicating effectively.

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles, through Collective Worship, PSHE and through our expectations and ethos. 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 have clear objectives which are 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.

School system

As a school we have decided upon whole school Values, on which our behaviour system is based. These are:

- Respect
- Perseverance
- Kindness
- Motivation
- Cooperation
- Pride

Each classroom has a 'Light and Shade' board that incorporates these values and their 'opposites'. The children are very clear what is expected of them in terms of behaviour and Values and if the opposite is shown '3 times' they move into the shade. A visit is then prompted to the Headteacher, who notes this down in her Shade book. When a child has been in the head teacher's Shade book 3 times, parents will be called and that child will be isolated/excluded from lunchtimes and playtimes for a week (ks2) or 3 days (Rec and Ks1).

Each board also has a 'Stars of the Week' section for those children that consistently show their Values. These children are recognised in Friday's Celebration Assembly and are awarded a 'Star of the Week' certificate and special Star time at the end of the month with the Headteacher. Their success is shared in the weekly newsletter for parents to share in.

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. castle points).
- *Stars of the Week and Month
- Stickers, Certificates, Prizes .
- Special privileges.
- Weekly Celebration Assemblies and monthly Achievement Assemblies.
- Rewards from variety of staff in school (i.e. lunchtimes, castle points etc).
- Special Headteacher Awards
- Letters to parents/carers.
- Peer praise.

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: misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor (time out bench, Light and Shade system)

Level 2: more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teacher may involve parents. This can include

lunch time behaviour that has been reported to the teacher by a mid-day supervisor. Notification of other staff and informal involvement of Head teacher. An individual behaviour management/anger management plan may be drawn up.

Level 3: very serious misbehaviour or persistent level 2 behaviour. Formal involvement with the Head teacher and parents. Additionally education welfare and/or other outside agencies may become involved. (Last resort possible short or longer term exclusion.) In these cases the school will follow Gloucestershire LA guidance for exclusions, a copy of which is kept in the office.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement/Behaviour 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. positive play, therapeutic storywriting, time to talk sessions, 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. 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 Headteacher 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 entire school community, including pupils, parents, school staff, Governors, LA representatives, school community nurse and local Healthy School Standards representative.

This document is freely available to the entire school community.

Policy Links

Attendance

Teaching and Learning

Confidentiality

Anti Bullying

Exclusion

Safeguarding

Equalities

SEND