



Achieving Success Together

Bankfoot Primary School

# Behaviour

September 2019

## **Bankfoot Primary School**

### **Behaviour**

<b>Date:</b>	September 2019	<b>Review Date:</b>	September 2021
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We believe that we promote good behaviour by creating a happy caring school environment where pupils, parents and carers and school personnel feel valued and respected and where any form of anti-social behaviour is not accepted.

#### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote positive behaviour for learning.

#### **Procedure**

<b>Role of the Governing Body</b>	<p>The Governing Body has:</p> <ul style="list-style-type: none"><li>▪ nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the GB</li><li>▪ responsibility for the effective implementation, monitoring and evaluation of this policy.</li></ul>
<b>Role of the Headteacher</b>	<p>The Headteacher will:</p> <ul style="list-style-type: none"><li>▪ work with all school personnel to create and maintain a calm working environment that is happy, caring and stimulating and where pupils are able to work hard</li><li>▪ promote positive behaviour for learning for all pupils;</li><li>▪ monitor and evaluate this policy</li><li>▪ ensure the implementation of this policy</li><li>▪ make all school personnel aware of the school's procedures, and ensure they know that failure to comply with this policy will be challenged and investigated</li></ul>
<b>Role of the Coordinator</b>	<p>The coordinator – the headteacher – will</p> <ul style="list-style-type: none"><li>▪ work with all school personnel to promote good standards of behaviour throughout the school</li><li>▪ provide guidance and support to all staff</li><li>▪ keep up to date with new developments and resources</li><li>▪ organise courses for all school personnel on behaviour management and restraint</li><li>▪ annually report to the Governing Body on the success of this policy.</li></ul>

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<b>Role of Teachers</b>	<p>Teachers must:</p> <ul style="list-style-type: none"><li>▪ create a welcoming class environment with good displays of pupil's work in order to develop pupil self-esteem by showing the value of every individual's contribution</li><li>▪ organise their classroom to develop independence and personal initiative</li><li>▪ arrange furniture to provide an environment that is conducive to on-task behaviour</li><li>▪ arrange materials and resources to help accessibility and reduce uncertainty and disruption</li><li>▪ promote good learning behaviour by maintaining positive attitudes at all times</li><li>▪ establish quality relationships with the children</li><li>▪ promote high expectations for all school activities</li><li>▪ use a variety of teaching approaches that will help to encourage positive learning behaviour patterns</li><li>▪ plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities</li><li>▪ be consistent and apply a positive approach towards discipline at all times</li><li>▪ promote and celebrate pupil effort and achievement</li><li>▪ be trained to deal with challenging behaviour and the techniques of restraint.</li></ul>
<b>Role of Pupils</b>	<p>Pupils must:</p> <ul style="list-style-type: none"><li>▪ be aware of and comply with the school rules and sanctions</li><li>▪ be aware that they have a role to play in determining and promoting this policy through their representatives on the school council.</li></ul>
<b>Role of Parent and Carers</b>	<p>Parents/carers must:</p> <ul style="list-style-type: none"><li>▪ work closely with the school to ensure that their children help maintain a safe and secure school environment</li><li>▪ sign the home school agreement</li><li>▪ promote the positive ethos of the school with their children.</li></ul>
<b>School Rules and Sanctions</b>	<p>All pupils have been informed of them and are expected to adhere to them. These rules are reviewed periodically or when the need arises.</p> <p>Severe misbehavior or a pattern of low key behavior will be reported to parents.</p>

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	Exclusion is used as a last resort where the safety of adults and children is at risk.
<b>Pupil Support</b>	<p>A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.</p> <p>The Learning Mentor and senior staff will support children where there is a need. This will include one-to-one counselling, being put on report, peer support through a behavior coach.</p>
<b>Incidents</b>	<ul style="list-style-type: none"><li>▪ All incidents of bad behaviour are recorded in a duplicate pad and copies kept centrally in the headteacher's office.</li><li>▪ The senior managers thoroughly investigate all incidents and reports to the headteacher.</li></ul>
<b>Outside Agencies</b>	We have links with the Education Psychology Service, the and the EWO who provide invaluable support to this school.
<b>Celebration of Effort and Achievement</b>	Good behaviour is celebrated at assemblies. Pupils are given certificates for 10, 20, 30, 40, 50(Bronze Certificate), 60, 70, 80, 90, 100(Silver Certificate), 110, 120, 130, 140, 150(Gold Certificate), 160, 170, 175(Platinum Certificate) days of Outstanding Behaviour.

### **Effectiveness**

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.

### **Behaviour and discipline**

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Low-level off task behaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Most misbehaviour can be dealt with quickly and easily. We do this by correcting minor infringements on-the-spot and then moving on with the lesson. On-the-spot corrective actions include things such as: *making eye contact with a student*, praising a child exhibiting the required behaviour, *moving closer to a student or group* to quietly remind them of a relevant rule or *simply directing them to return to work*.

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If for any reason children do not adhere to our school rules we have a system whereby children are reminded of the rules and asked to modify their behaviour. No child is penalised without first having the opportunity to correct their behaviour and demonstrate good behaviour. We realise though that children need to understand there are consequences from the way they behave, therefore if children need further reminders about the school rules we will record that they will need to forfeit a period of their Golden time.

### **Golden Time**

In school from Years 1-6 employ a period of 'Golden Time' each week. At the beginning of the week it is expected that the whole class will be rewarded with the full allocation of Golden Time to be spent in a collectively-agreed way. Classes usually enjoy spending their Golden Time playing outside or watching a film or accessing the wet-weather toys.

Throughout the week a child may be penalised for any instances in which they break the school rules; for each occasion they break a rule, they lose five minutes of their Golden Time.

### **Behaviour certificates**

Adults in class keep a record of every day in school where a child has demonstrated exemplary behaviour. Certificates are then awarded on a regular basis to inform parents of a child's good conduct in school.

### **Behaviour book**

Serious misbehaviour needs reporting to the Headteacher therefore a behaviour book is kept in every class to record an instance of continual breaches to the school rules. This helps staff and pupils to become aware of any emerging patterns about which rules are being broken and whether the occasion for non-conformity is due to specific conditions.

When a behaviour record is made in the behaviour book the child must take the book to the Headteacher's office to enable the Headteacher to hold a discussion with that child, and to add the record to the Behaviour File which is kept in the Headteacher's office.

**FIVE BANKFOOT RULES**

1. We always do as we are asked the first time by any adult in school.
2. We always listen carefully and speak quietly and kindly to everyone in and around school.
3. We always keep hands, feet, equipment and unkind words to ourselves.
4. We use everything carefully and with respect.
5. We always travel in and around school calmly and in an orderly manner.

**CONSEQUENCES**

1. Warning
2. Name on board
3. 5 minutes out of class
4. 10 minutes out of class
5. Name in Behaviour Duplicate book and sent to the headteacher.

Severe Behaviour – name in book and to the headteacher.

Name is added to Behaviour File Green Sheet – Stage One: Steps 1 to 3.

Step 3 – Letter sent home to parents and meeting with parents

If child goes to Stage 2 – Pink Sheet Steps 1 to 3 – Child is excluded for 1 day

If child goes to Stage 3 – Yellow Sheet Steps 1 to 3 – Child is excluded for 2 days

If severe behavior continues after child has been given support, additional action will be taken, including the consideration of managed move, longer term exclusion and permanent exclusion.

**Children are given a fresh start at the beginning of each half term.**