

Blakesley CE Primary School

Good Behaviour Policy



The aim of this policy is to provide a safe, secure and happy environment in which effective teaching and learning can take place and be a caring Christian community that fosters core values of compassion, friendship, forgiveness, responsibility, respect and love.

Prepared by:
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Approved on:
.....25th February 2016

Signed (*Chair of Governors*)

Sarah Hyatt

Date of next Review:

February 2018

1. Rationale

The purpose of this policy is to enable all children to learn and to make progress across the whole of the Primary phase. All members of our school community are valued equally. We rely on a positive partnership between staff, visiting professionals, children and parents/carers in order to implement our behaviour policy. We want children to be successful, to value their achievements, monitor their own progress and celebrate the success of others. We believe that this policy is suitable for all age ranges in our school.

2. Aims

- To provide a safe, secure and happy environment in which effective teaching and learning can take place.
- To be a caring Christian community that fosters core values of compassion, friendship, forgiveness, responsibility, respect and love.
- To motivate children towards learning, be ambitious and enable them all to improve on their personal best.
- To promote self-esteem and self-discipline in all our pupils.

To achieve these aims positive behaviour is reinforced; it is the intention of the School to identify and to reward good behaviour. A pupil who behaves positively has chosen to do so and this will be recognised. Equally, a pupil who behaves unacceptably has chosen to behave in this manner, and in doing so chooses the sanctions/consequences that arise from it. It is the intention of the School to encourage the development of positive behaviour throughout every aspect of school life and for children to develop Christian values

This policy complies with Section 89 of the Education and Inspections Act 2006.

3. School Rules

Our Code Of Conduct

1. *Look after our school and all the things in it.*
2. *Always be polite and listen when other people are talking.*
3. *Use kind hands and feet.*
4. *Try your hardest and allow other children to do the same.*
5. *Follow instructions given by adults working at school.*

All children will be reminded of the school rules at the start of every year. Rules will be reinforced through lessons, assemblies and every opportunity. From an early age, children should contribute to discussions about what acceptable behaviour they would like to see in their school.

4. Rewards

General Rewards

Children are rewarded by the use of positive praise, verbal or written feedback, additional 'golden'/play time or stickers. We know that children respond in different ways to specific rewards and so we aim to engage with each child and find out the rewards that they value on an individual basis.

House Points

All the children and staff are members of a School House:

Foxley House

Bartholemew House
Kingston House
Hibbit House

Each House has a House Captain from Year 6. They are responsible for leading their house as events such as Sports Day. They also canvas ideas and opinions about rewards they would like to receive.

Rewards are linked to house points. Every child has a House Point Card that they present to adults who have awarded them points [Appendix 1]. The adult will either give the child a sticker or initial the relevant box on the card. House Point Certificates are presented in Assembly to individuals when they have collected different amounts of house points. The House points achieved by an individual will contribute to the total points for their House which will be updated every week.

House Points will be awarded for a variety of reasons to include good effort, progress, achievement, manners, initiative, sporting or musical achievements.

A TA will collect house point totals from each class on a Thursday afternoon, ready to report scores in Friday Assembly. A display in the School Hall will record the progress of each house. At the end of each full term (3 times a year), the Head Teacher will reward the winning house. Examples of rewards could be: extra playtime, computer time, class party, class non-uniform day, golden time. The house point scores will return to zero ready for the start of the next term.

Praise Cards

Each class teacher will choose children from their class who has completed a particularly good piece of work. Those children will receive recognition in the form of a Praise Card in the Friday assembly. Children may also receive House Points for that work.

5. Sanctions

Use of positive behaviour management strategies -

It is our aim to use sanctions that are a logical consequence of unacceptable behaviour. Sanctions may be used to reinforce a rule. Pupils are encouraged to be aware of the reason for rules and are given the opportunity to make amends. Staff will aim to “match” the level of their response to the degree of seriousness of the misbehaviour, so that the children are aware that:

- Their behaviour is being responded to fairly and appropriately.
- If their behaviour is repeated it will be treated with increasing severity.

1-2-3 system

All classes will have a way of showing a 1-2-3-warning system in their class. It is up to the teacher to decide how this will best be presented to a particular class but ideas could use smiley faces or traffic lights. The visual and immediate nature of this system means that it is able to work across all ages yet the children know that the system is the same in principle whichever class they are in and whoever is teaching them.

1. Every child starts each session on level 1. This could be shown with a child’s name on a peg or other method preferred by the teacher. A session in Key Stage 2 is a morning or afternoon. Teachers can use each lesson or hour of teaching as a session for younger children if they deem it necessary.
2. If a child presents any low level negative behaviours they should be given a friendly reminder (low level behaviour: see Level 1 behaviour, page 5)
3. If the behaviour continues, a warning is given (child’s name could be put on board)
4. Explicit “final” warning before child is moved to a ‘2’:
 - Using pupil’s name
 - Clarifying unacceptable behaviour
 - Outlining sanction if behaviour continues
 - Always referring to rules – visible from teaching space
 - Use language of choice “You can Or
 - Allow “take-up” time to get it right

Adult interventions can include any of the pre-two card strategies set

on the Strategies for Behaviour grid.

- If behaviour persists, the child's name is moved to the 'level two warning area' or warning card given.

Possible use of a sanction appropriate to behaviour at teacher's discretion (i.e. withdraw privilege, time-out, letter of apology, work on 'time out' table in classroom, loss of some playtime with teacher).

Children can earn a move back to the level 1 area for positive behaviour if the teacher judges it to be earned.

- A level 3 consequence card/child's name moved to the level 3 area will be given on the next occasion of unacceptable behaviour and a school service detention put in place. This may be completing work that needs to be finished or other task that is deemed appropriate during play or lunchtime. It may also result in the child completing a piece of work in another classroom.

Once the child is on a '3' they cannot be moved back until the start of the next session (morning or afternoon).

Records of level 3 consequences will be monitored. If a child receives three of these cards a week for more than one week, parents will be contacted to discuss their child's behaviour with the Head Teacher.

Sudden or unexpected changes in behaviour or work patterns can indicate a problem affecting a child. Staff need to be aware and sensitive to this.

At any stage, a child may be asked to leave the room immediately. He/she could be sent to another class to work or to a senior member of staff if their behaviour is deemed to be dangerous to themselves or others or excessively rude to adults. This results in an immediate level 3 consequence.

Some children will need more than this in order to encourage acceptable behaviour. Each case will be dealt with individually.

Children should never miss work as a consequence of their behaviour. They should always be given the opportunity to catch up with work that has not been completed, in their own time.

POSSIBLE STRATEGIES FOR MANAGING BEHAVIOUR

POSITIVE MANAGEMENT	LEVEL 1 STRATEGIES	LEVEL 2 STRATEGIES	LEVEL 3 STRATEGIES
Verbal praise	Friendly reminder	Child to work on own in the class	Detention/School Service with teacher or HT (lunch)
House points	Egg timer for decision making	Letter of apology	Work in another classroom
Stickers	The "quiet word"	Loss of some play with teacher	Work in isolation
Celebration of child's success	Move child to another seat	Completion of work at lunch	Letter or phone call home
100 square spot	Move child to sit on carpet	Time out on the wall at playtime	
Reward or treat	Time out	Withdraw a privilege	Head teacher to contact parents
Extra play	Name on the board	Letter or phone call home	(Exclusion)

Each incident will be dealt with on its individual merit, with the aim of dealing with behaviour fairly and appropriately.

The above list is not sequential or an exhaustive list of strategies. These are examples of different types of strategies that staff working with children are able to select from when dealing with different levels of behaviour.

Where possible, staff will make sure that children apologise for their behaviours to those it has affected. This could be a verbal or written apology. As a Christian school, we encourage children to forgive others for things that they have done in order to 'move on'.

6. Managing Behaviour at Playtimes or at Lunchtime

While the ethos of the Behaviour Policy covers all parts of the school day, specific arrangements are required over the lunchtime period to enable the supervisors to manage behaviour on the playground effectively and confidently.

Lunchtimes can be a very difficult time of the day and it is important to empower lunchtime staff as much as possible, and so define their status in the eyes of the children. As adults working within the school environment they must demand and expect the same levels of respect and co-operation as all other colleagues. A clear and understood system of rewards and sanctions is necessary to support this.

A Common Understanding

For the Policy to be effective it is essential that all children and adults at school have a clear understanding of expectations. For example, the expectations within the Dinner Hall, when moving around the school, where to play and not to play etc. It is also important that all are aware of the Code of Conduct as these are the "back bone" to our life at school.

Rewards

Each member of staff is able to award House Points perhaps for demonstrating consistently good behaviour or for children who are trying to improve their behaviour at lunchtime, or who are able to show a clear improvement.

Sanctions

1. A friendly, but clear warning, "Please will you..."
2. An explicit and firm warning –
 - a. Using pupil's name
 - b. Clarifying unacceptable behaviour
 - c. Outlining sanction if behaviour continues
 - d. Always referring to Golden Rules
 - e. Use language of choice "You can Or"
 - f. Allow "take-up" time to get it right
3. Sent to stand by the wall for 5 minutes
4. Any repeat misbehaviour will result in name being recorded in the back of the lunchtime book (child returning to the wall for a further 5 mins)
5. A name recorded 3 times in one week will result in a school service task.
6. Failure to engage with a school service task will result in phone call home by the Head Teacher.

Lunchtime Behaviour Logs are kept by lunchtime staff and these are checked regularly by the Headteacher.

7. Malicious Allegations Against School Staff

The school takes malicious allegations against staff very seriously. These will be dealt with in accordance with this policy as appropriate.

8. Managing Behaviour Outside of the School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Teachers may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school, including on the school bus
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

10. Special Educational Needs and Safeguarding

Our school acknowledges our legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN).

Related documents:

Anit-bullying Policy
Code of Conduct
Curriculum map
Acceptable Use Policy
Equal Opportunities Policy

SEN Policy
Teaching and Learning Policy
Inclusion Policy
Child Protection Policy

House Point Card (Front)

House

House Point Card Number _____



Name:

Class:

House Point Card (Back)

House Point Certificates

1 st Certificate	White
2 nd	Cream
3 rd	Pale blue
4 th	Pale green
5 th	Pale pink
6 th	Pale yellow
7 th	Red
8 th	Blue
9 th	Green
10 th	Yellow
11 th <small>(double points needed on card from this point)</small>	Lilac
12 th	Orange
13 th	Turquoise
14 th	Violet
15 th	Crimson
16 th	Burgundy
17 th	Copper
18 th	Bronze
19 th	Silver
20 th	Gold