

# Bubwith Community Primary School



## Behaviour Policy

## **Introduction**

At Bubwith Community Primary School we seek to foster a secure, caring atmosphere where each child is valued as an individual. We believe that every opportunity should be taken to enhance self-esteem by praising children's achievements. Mutual respect and co-operation are encouraged between children, staff, parents, governors and the wider community. We aim to build on the traditional values that are taught in the home, by searching out good examples and rewarding these. We always emphasise the positive rather than the negative aspects of children's behaviour and work. We apply our approach to behaviour consistently throughout the school and standards are set in a calm but firm way.

## **Aims**

At Bubwith Community Primary School, we aim to:

- create a caring environment in which children feel safe and valued
- create a good working atmosphere which is conducive to learning
- promote within the school community, kindness and good manners
- encourage the children to be tolerant and sensitive to the needs of others
- encourage children to try their best at work and play
- develop self-discipline

We will do this by actively promoting the following qualities:

- effort
- kindness
- politeness and good manners
- sharing
- respect

We will actively discourage:

- aggressive behaviour, including fighting, kicking, spitting and biting
- bullying in any form, including cyber-bullying
- rudeness, including answering back inappropriately or swearing
- vandalism
- lack of effort
- dishonesty, including stealing and extortion

We believe that there are 3 rights to which everyone at Bubwith School is entitled:

- Everyone has the right to learn
- Everyone has the right to respect
- Everyone has the right to be and feel safe

The rights should be referred to by members of the school community when actively and positively encouraging someone to behave appropriately.

## **Responsible Personnel**

All adults who come into contact with the children have an obligation to ensure the safety and well-being of the children and encourage good behaviour. These include:

- the headteacher
- the teaching staff
- supply teachers
- members of the teaching support staff
- the School Admin team
- the dinner supervisors
- the cook and kitchen assistant
- the caretaker
- parent helpers and other volunteers

It will be necessary for all responsible adults to be familiar with the policy and to apply the rules fairly and consistently to all children. Each person should make particular effort to observe children demonstrating aspects of good behaviour and praise them accordingly. All discipline should be issued in a calm, quiet way so that the children are not humiliated. The children should be quite clear what is expected of them.

It is the responsibility of the class teacher to keep records and have an overview of the children's behaviour within his/her class.

## **Parental Support**

The school recognises that parental support is needed in order for the policy to work and that it is vital that there is co-operation between home and school. The school's rules are explained on the school website, where a copy of this policy can also be found. All parents / carers are given a shortened copy of this policy when their child enters school. A slip has to be signed and returned to school to show that they agree to support the policy. We also expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

## **Promoting and Recognising Appropriate Behaviour**

In order to promote good behaviour, the following strategies will be used:

- non-verbal praise e.g. a smile or a nod
- verbal praise
- a weekly 'Thank you' book
- Awards of House Points

- A prize for when awarded ten house points
- Trophy weekly for the winning team
- Half termly celebration for house point winning team
- Star of the Week certificates and prize e.g. a pencil

#### *Weekly 'Thank You' Book*

This book is kept in the hall and any adult working in school may record the names of any children who deserve special praise for any aspect of good behaviour e.g. being helpful, polite etc. Children give their own suggestions on occasions and parents / carers also contribute to the book. Names are then read out in our whole school Friday 'Celebration Assembly'.

#### *House Points*

All children across school are grouped into houses. Children may be awarded house points by any adults in school for good work, effort, behaviour, good manners, etc. House points are recorded in each classroom and totalled at the end of each week. Whenever a pupil achieves 10 house points a prize is awarded in class. A running total of points for houses and individuals is kept – house points are shared weekly in Celebration assembly and at the end of each half term the winning house is awarded a trophy and prize.

#### *Star of the Week Certificate and Prize*

Each week at least one child per class will be selected by their class teacher as the 'Star of The Week'. Nomination for this award could be for a variety of reasons e.g. improved skill such as handwriting / tables recall; gaining confidence to speak in front of others; additional effort in a certain subject area/ with homework and any other such achievements that the class teacher feels is worthy of special recognition in a whole school assembly. Prior to the assembly teachers will complete a certificate for their chosen 'star' stating the child's name and reason for nomination, which will then be awarded during the Friday Celebration Assembly and accompanied by a small prize (e.g. star of the week pencil). Star's of the Week will be celebrated in the weekly school newsletter.

To discourage inappropriate behaviour

- Teachers, at first may well use an appropriate non-verbal gesture (frown/ raising of the eyebrows) to indicate that the behaviour is inappropriate.
- The teacher may draw the child's attention to the inappropriate behaviour verbally using the Bubwith Right to Learn statements.
- Within each class teachers will have a traffic light behaviour tracker consisting of green, amber and red. Each child will start the day (and each subsequent session during the day) on green and should the strategies above not be successful, the teacher may move the child down a section of the behaviour tracking system.

- A child in the amber area may miss a small amount of his/ her play time as decided by the pupil and class teacher.
- A child would be placed in the red section for serious inappropriate behaviour – the class teacher will use their discretion to decide upon an immediate and appropriate sanction for the pupil (usually loss of breaktime/ lunchtime privileges). In addition to this, if a child goes into the red zone this is noted in the class record book and parents may be contacted.

Further strategies that may be used include:

- Parental involvement (as necessary and decided by the class teacher or Headteacher)
- Behaviour modification Programme
- Involvement of outside agencies
- Lunch time exclusion
- Fixed term exclusion
- Permanent Exclusion

#### *Playground behaviour*

If a child behaves inappropriately during a play time or lunch time break, the adult on duty should take the following actions depending upon the severity of the behaviour:

- Non-verbal gesture (frown/ raised eyebrows)
- Draw the child's attention to the inappropriate behaviour verbally using the Bubwith Right to Learn statements.
- If the behaviour is inappropriate and the adult believes that some time away from others/ out of their preferred playtime activity would help the child to refocus and behave better, they may ask the child to stand with the adult on duty. The length of time is at the adult's discretion and should be age and incident appropriate. Class teachers will be informed.
- For very serious incidents, the child should be sent inside to see the Headteacher.

#### *Playground Behaviour Book*

Any incidents of inappropriate and unacceptable behaviour during lunch time should be recorded in the Playground Behaviour Book kept in the hall on the piano.

#### *Half termly Analysis of Behaviour:*

At the end of each half term teachers complete an 'Analysis of Behaviour Incidents' form which is filed in the headteacher's office. This enables staff to monitor behaviour incidents/ offenders/ times of day/ triggers etc so that strategies can be implemented.

### *Parental Involvement*

As a school, we are pro-active in contacting parents / carers to discuss issues which arise throughout the year. In situations where inappropriate behaviour is repeated despite the use of appropriate strategies to discourage it teachers will contact parents / carers to discuss the behaviour.

### *Behaviour modification*

Special programmes may be set up to encourage good behaviour, for example the use of a personalised sticker or reward chart, for certain individuals who need support in modifying their behaviour. Such programmes will be drawn up in consultation with the Special Needs Co-ordinator and with the child involved. They will also be discussed with parents / carers so that all are clear on the desired outcomes and the child is supported. Rewards will be negotiated between the child and the class teacher.

### *Outside agencies*

Advice from outside agencies may be sought whenever a child does not appear to be responding to the school's approach and further specialist guidance is required. Parental permission will be sought before referral to an outside agency is made.

### **Physical Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force in Schools 2013'. Staff only intervene physically to restrain children if a child is in danger or hurting him/herself or others. The actions that we may take are in line with government guidelines on the restraint of children. This is reflected in the school's Physical Restraint Policy.

## **Exclusions**

The headteacher has the power to exclude a child from school for one or more fixed periods, for up to 45 days in any one school year if the circumstances warrant this. The headteacher may also exclude a child permanently. The decision to exclude will only be taken:

- In response to serious breaches of this policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the other pupils in the school.

In most cases a range of alternative strategies will have been tried before exclusion is considered. There may be circumstances where, for example, violence is involved, when exclusion would be used for a first offence. However this would only be used when the headteacher has had the opportunity to consider the incident in question and not reacted 'in the heat of the moment'.

If the headteacher excludes a pupil, s/he informs the parents / carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The governing body has a committee which is made up of no fewer than three governors. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Further information regarding exclusions can be found at:

*<https://www.gov.uk/government/publications/school-exclusion>*

## **Concerns**

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, parents/ carers can contact the school's governing body. If this still proves unsatisfactory, a formal grievance or appeal process can be implemented.

### **Recording and Evaluation**

These are built into the scheme and its success will be evident through the behaviour of the children and the atmosphere in and around school. Consultation will continue between school, parents / carers, pupils, governors and the wider community to ensure the effectiveness of the approach.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school's policy is administered fairly and consistently.

Review: This policy shall be reviewed every 3 years or earlier if changes are required.

Last Review: March 2018

