

BYRON COURT PRIMARY SCHOOL

GOOD BEHAVIOUR POLICY

1.0 INTRODUCTION

At Byron Court Primary we develop the full potential of all learners to enable them to make a greater contribution to our society. In order to do this it is essential that standards of good behaviour are maintained.

2.0 AIMS

The aims of the behaviour policy are to:

- 2.1 Create a safe environment that encourages and reinforces good behaviour and learning.
- 2.2 Encourage children to have high expectations of their own behaviour.
- 2.3 Encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- 2.4 Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- 2.5 Have a consistent approach to behaviour throughout the school.
- 2.6 Make boundaries of acceptable behaviour clear and ensure safety.
- 2.7 Raise awareness about appropriate behaviour and promote it through positive reinforcement.
- 2.8 Prevent bullying (hurtful behaviour repeated over a period of time) in all forms including physical, verbal and indirect bullying.
- 2.9 To encourage the involvement of both home and school in the implementation of this policy.
- 2.10 It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

3.0 RESPONSIBILITIES

3.1 Staff Responsibilities:

- Treat all children fairly and with respect.
- Raise children's self esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalised learning.
- Create a safe, pleasant environment both physically and emotionally.
- Set out and use rules and sanctions clearly and consistently.
- Ensure rewards and sanctions are followed through.

- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Ensure all children are aware of the **Golden Rules (Appendix 2)**.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Develop a **Classroom Charter** with children at the start of the school year, so that children are very clear about how they are expected to behave.
- Encourage children to take care of their own property, their school, and the property of others.
- Encourage children to take responsibility for their own actions and behaviour.
- Praise good behaviour both privately and publicly.

3.2 Pupil Responsibilities:

- To do their best to contribute to a positive learning environment, and allow others to do the same.
- To follow the instructions of all school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.
- To be actively involved in creating a **Classroom Charter**.

3.3 Parent Responsibilities

- Fully support the school in the implementation of the behaviour policy.
- Encourage their children to take responsibility for their own actions and behaviour.
- Sign and agree the Home School Agreement.

3.4 Pupils with Special Educational Needs:

- 3.4.1 We treat all children fairly and apply this behaviour policy in a consistent way, however, we recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs.
- 3.4.2 The school does not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible.
- 3.4.3 For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome

etc the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

3.4.4 We will support and help such pupils to behave in socially acceptable manner although the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

3.4.5 The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue.

4.0 STRATEGIES

4.1 Rewards:

4.1 The staff should recognise that positive encouragement promotes good behaviour in pupils and helps to raise their self esteem. Therefore the staff will endeavour to:

- Acknowledge good behaviour on all occasions.
- Make full use of positive rewards.
- Give descriptive/specific praise.
- Use positive feedback techniques.
- use the rewards listed in Appendix 1

4.2 Sanctions

4.2.1 Should children have difficulty managing their behaviour then staff should use agreed sanctions listed in Appendix 1.

4.2.2 Sanctions should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration.

4.2.3 The purpose of a sanction is to:

- Help children learn that consequences follow actions.
- Deter the children from misbehaving again.
- Deter other children from misbehaving.
- Show that society has rules.

4.2.4 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 punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

5.0 OTHER POLICIES

5.1 Occasionally, incidents may arise at school when staff members will be required to use physical intervention to protect children and young people from harming

themselves, members of staff and/or property from damage. The use of force should, wherever possible, be avoided and should be viewed as a last resort. When physical intervention is necessary, it should be used in ways that maintain the safety and dignity of all concerned. Full details on physical intervention can be found in the Physical Intervention Policy.

- 5.2 Staff should refer to and follow the procedures detailed in the Safeguarding Policy when dealing with any behavioural incidents.

6.0 MONITORING, EVALUATION AND REVIEW

6.1 This policy should be read in conjunction with the Physical Intervention Policy, Safeguarding Policy and Anti-bullying Policy.

6.2 The school will review this policy every three years

6.3 Review Date: Autumn 2018

APPENDIX 1

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

1.0 Positive rewards

- Public praise in the classroom and at Achievement Assemblies.
- Prizes and stickers for good behaviour and good work.
- Displaying the children's work.
- Advising parents.
- Behaviour link book to parents.
- Comment in the Home School Book in KS2.
- Golden time.
- Star charts.
- Table points.
- Class targets & agreed rewards.
- House points.

House points will be collected on a weekly basis and the winning team will be announced in assembly. Each term the winning House will receive a reward e.g. an extra 15 minutes of playtime, or a film in the hall.

2.0 Sanctions

2.1 Class teachers and those on duty at playtimes will deal with issues involving their pupils using any of the sanctions below:

- Verbal reprimand or warning
- Separated from those with whom they are behaving inappropriately
- Finish their work in their own time
- Sit in an isolated seat within the classroom
- Loss of golden time
- Forego privileges
- Miss a playtime or part of a playtime.
- Work in another classroom for a limited period
- Written apology
- Document examples of appropriate behaviour
- Communication with home.
- An official behaviour report card

2.2 Persistent poor behaviour will be referred to the Faculty Leaders in the first instance, if there is no improvement then to the Assistant Headteacher or Director of the Teaching School, then the Deputy Headteacher and finally the Head of School and Executive Headteacher.

2.3 The following sanctions can be applied at the discretion of the Executive Headteacher:

- Rectify and make good any damage they have caused
- Exclusion from the school site at lunchtime;
- Internal exclusion
- Fixed-term exclusion
- Permanent exclusion

2.4 The following offences are regarded as serious enough and could merit automatic exclusion (which may be permanent) from the school, at the Headteacher's discretion:

- Serious physical assault upon another student.
- Threatening behaviour.
- Persistent bullying.
- Possession of an offensive weapon.
- Persistent sexual harassment.
- Persistent racial harassment.
- Persistent smoking.
- Misuse/abuse of alcohol and/or solvents.
- Possession, distribution, or use of illegal drugs.
- Possession, distribution, or use of fireworks.
- Deliberately setting off the fire alarm.
- Theft.
- Swearing at members of the school staff.

2.4.1 Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

2.4.2 Physical assault upon a teaching or non-teaching member of the school staff will result in an immediate exclusion.

2.4.3 Where anti-social, disruptive or aggressive behaviour is frequent and sanctions alone are ineffective a careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from external agencies may also be required.

**BYRON COURT PRIMARY SCHOOL
GOLDEN RULES**

WORK HARD
BE GENTLE AND KIND
RESPECT EACH OTHER
RESPECT PROPERTY
BE HONEST

APPENDIX 3

Sanctions Guidelines

| | Sanction | By whom |
|---|---|---|
| Classroom Behaviour | | |
| Disruption | Verbal warning | Teacher |
| | Written warning (name on board) | Teacher |
| | 2 nd written warning | Teacher |
| | Loss of some playtime | Teacher |
| Ongoing disruption | Move to sit on own | Teacher |
| | Informal communication with home | Teacher |
| Aggressive behaviour | Written warning | Teacher |
| | Loss of playtime | Teacher |
| | Informal communication with home | Teacher (SLT to be informed) |
| Playground Behaviour | | |
| Bad Language | Talk to child about appropriate behaviour | Staff on duty |
| Name calling | As above and apology | Staff on duty |
| Fighting | Loss of playtime | Staff on duty refer to Class Teacher |
| Threatening Behaviour | Loss of playtime | Staff on duty refer to Class Teacher |
| Aggressive Behaviour | Loss of playtime | Staff on duty refer to Class Teacher |
| Persistent poor behaviour | Loss of playtime | Faculty Leader (HR-KS1, MR-LKS2, DD-UKS2) |
| Violent Behaviour | Loss of playtime/lunchtime | Staff on duty refer to Faculty Leader (JM-KS1, JR-LKS2, SS-UKS2) (SLT to be informed) |
| | Communication with home | Faculty Leader (JM-KS1, JR-LKS2, SS-UKS2) (SLT to be informed) |
| Persistent aggressive/violent behaviour | Loss of playtime/ lunchtime | Assistant Headteacher or Director of The Teaching School |
| | Communication with home | Assistant Headteacher or Director of The Teaching School |

The Assistant Headteacher may refer matters to the Deputy Headteacher, Head of School or Executive Headteacher if it is felt more serious sanctions are required.