

# Believe & Achieve at Brightlingsea Junior School

## Behaviour Factsheet 2014-15

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."  
(Education Observed D.E.S)

### Children's Behaviour

In the school and its surroundings there are ample opportunities which the teacher uses to encourage better social behaviour, for example: in the playground, at school meals and moving around the school as well as the classroom. Above all there is a consistency of social standards in the class and throughout the school shown by the outlook of the Head, the teachers and all the staff, so that the children understand our expectations of them. Parents will be contacted quickly if their child is experiencing particular behavioural or academic problems and we hope parents will not hesitate to come in if they have any anxieties or queries.

### Code of Conduct

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Our school rules are displayed throughout the school and reinforced by all staff.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

### **Our Code of Conduct is:**

		<u>Take Care of Yourself</u>
1.		
<b>Never</b>	<ul style="list-style-type: none"><li>Do anything silly or dangerous where you might be hurt.</li></ul>	
	<ul style="list-style-type: none"><li>Stay in school at break times or leave school without permission.</li></ul>	
<b>Always</b>	<ul style="list-style-type: none"><li>Tell someone if you are unhappy, being picked on or bullied.</li></ul>	
		<u>Take Care of Others</u>
2.		
<b>Never</b>	<ul style="list-style-type: none"><li>Do anything to hurt others (such as hitting/name calling).</li></ul>	
	<ul style="list-style-type: none"><li>Distract others from working.</li><li>Be cheeky or rude to adults.</li></ul>	
<b>Always</b>	<ul style="list-style-type: none"><li>Be friendly to visitors, newcomers and other children.</li></ul>	
		<u>Take Care of your School</u>
3.		
<b>Never</b>	<ul style="list-style-type: none"><li>Steal or deliberately damage school equipment.</li><li>Drop litter or damage the school building.</li><li>Give the school a bad name.</li></ul>	
<b>Always</b>	<ul style="list-style-type: none"><li>Be proud of your school.</li></ul>	

Our Listening Code	Our Line up Code
<p><i>When I am asked for my attention I:</i>            Stop what I am doing            Empty hands/show me five            Look at the teacher            Keep quiet and still            Listen to instructions</p>	<p><i>When I am asked to line up I:</i>            Walk to the end of the line            Leave a person space            Keep my hands and my feet to myself            Keep quiet and still            Listen to instructions</p>

These basic rules displayed in all classrooms and corridors and regularly verbalized in assemblies and PSHCE lessons.

### **Rights and Responsibilities**

Children's Rights	Children's Responsibilities
<ul style="list-style-type: none"> <li>• To be respected</li> <li>• To be heard</li> <li>• To be believed</li> <li>• To be trusted</li> <li>• To learn</li> <li>• To be safe</li> </ul>	<ul style="list-style-type: none"> <li>• To show respect</li> <li>• To listen</li> <li>• To tell the truth</li> <li>• To be trustworthy</li> <li>• To allow teaching</li> <li>• To take care</li> </ul>

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton

Report)

### **Rewards and Sanctions**

We believe in rewarding good behaviour. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

We use a variety of rewards including stickers, certificates and Headteachers Awards. We also have regular Achievement Assemblies and we hold bi-annual Governors Awards presentations. In addition the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Tickets may be awarded for any actions, deeds or attitudes which are deemed noteworthy. In addition to entering the weekly class ticket draw when a pupils collects 10 tickets they can exchange these for a 'Smiley' face stamp. **Once awarded a ticket can never be deducted.** They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour     1 Ticket (recorded on class chart)  
10 Tickets Teacher commendation: (Smiley face stamp recorded on individual achievement card)  
100 Tickets/ 10 Smileys     Bronze Award (Presented in assembly)  
200 Tickets/20 Smileys     Silver award (Presented in assembly)  
300 Tickets /30 Smileys     Gold award (Presented in assembly)

A ticket can be awarded by any staff member to any child at any time. All staff should carry tickets at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

A range of sanctions are available when behaviour falls short of expectations. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

We use a system of Red Cards to record where a Time Out sanction has been given. These red cards are kept in the child's Believe & Achieve folder so that they can be discussed during mentoring sessions if appropriate. Behaviour Slips are issued for more serious disruptions of lessons or school routines. If there are 3 behaviour slips in one half-term a letter is automatically sent home to the parents/carers advising them of the poor misbehaviour of their child and warning them of the possible consequences. This system alerts parents at an early stage that the school has concerns about their child's behaviour.

Behaviour is one of the strands in the Attitude section of Believe & Achieve. Pupils who achieve green in all 5 Attitude strands for a term are given a Team Green Badge.

### **Behaviour at Brightlingsea Junior School**

**Ofsted 2013** *"Pupils have good attitudes to learning and behave well in lessons. Pupils also behave well around the school grounds... Pupils behave sensibly and maturely, with great consideration for other pupils".* Ofsted graded behaviour as Good.

**Ofsted 2010** *"The inspection team found that the school has succeeded in improving behaviour and that it is now good. The behaviour of individual children with social and emotional needs is managed well so that it rarely leads to the disruption of lessons."* Ofsted graded behaviour as Good.

Further details of our school behaviour systems can be found in our Behaviour Policy, a copy can be downloaded from our school website.