



**Bisley CofE Primary School**

*Everyone Successful Everyday*



## **Behaviour Policy**

**Our Christian Foundation underpins all we do together in school. We value honesty, patience and understanding, happiness and joy, respect, hope, friendship and caring, courage, tolerance and thoughtfulness, co-operation, trust, love, peace and trust.**

**We believe that each child should be valued as an individual and given the care and guidance that they individually require. We work closely with parents/carers, and all staff at every stage of the child's development.**

### **Aims**

- ☑ the overriding aim is that the children should be happy, well-disciplined and effectively employed without the need for sanctions and punishments this will be achieved only if we have consistent expectations throughout the school
- ☑ the school aims to cultivate self - discipline and minimise disruption. Everyone must work towards the same ends giving positive encouragement and showing an example of consideration to all
- ☑ children, parents and all staff must understand what we mean by unacceptable behaviour as our standards and expectations must be consistent
- ☑ all staff will be supported when they take action to carry out this policy.

### **Our School Rules**

The standing school rules described below exist to ensure that pupils remain safe and are able to learn in a purposeful, peaceful environment. These are displayed in every classroom:

#### **Our Bisley 5**

1. Try my best to help myself and others to learn and allow them to be successful
2. Be kind, respectful and polite to everyone by showing good manners
3. Care for the school and other people's property
4. Keep myself and others safe by listening to and following instructions.
5. Tell the truth

### **Good to be Green Behaviour System**

The Good to be Green behaviour scheme is in use in school from Reception to Year 6. Staff follow this system within the school, at playtimes, lunchtimes and on school outings. This behaviour scheme helps to promote positive behaviour at Bisley School and supports our way of dealing with unwanted behaviour.

- Each child has a green card displayed above their name in the classroom and the aim is to stay on green by following our school rules.

- If the child breaks a school rule, the teacher will give the child a verbal warning, reminding them of which rule they are breaking. If the behaviour continues, the child's card will be changed to yellow.
- If they stop the unwanted behaviour, the card is moved straight back to green.
- If the unwanted behaviour continues then the child is moved to a red consequence card. A consequence is given in line with consequences displayed in the child's classroom.
- In order to promote positive behaviour, Privilege cards are given when a child goes above and beyond the teacher's expectations. When they are given a privilege card they will receive a privilege award, have a privilege from the class list and their success will contribute to their class reward.

### **Class Rewards**

- Teachers are free to give out stickers, praise pad certificates and house points at their own discretion.

### **Whole School Rewards**

#### **Privilege Awards**

- If a child receives a privilege card in class they will also receive a privilege award.

#### **Housepoints**

- When a child arrives at Bisley C of E Primary School they are placed in a house; Churchill, Hillary, Austen or Nightingale. The children collect house-points and aim to be the team that gains the most points during the week. These results are announced weekly by the Team Captains in Celebration Assembly. As well as earning house-points towards a collective total they also have the opportunity to collect them in order to gain their own bronze, silver and gold awards.
- House-points can be given out by any adult at any point and can be used to encourage, motivate and/or reward.

#### **Headteacher Award**

- Each year group chooses two children to be given the Headteacher's Award every week.. They write the reason the child has been chosen on the certificate. The names are shared through the weekly newsletter and presented in Celebration Assembly on a Friday afternoon.

#### **Roles and Responsibilities**

Children are expected to:

- follow the school rules and behave in a responsible and respectful manner at all times including such times when they are representing the school during visits to other places or events or when in school uniform travelling to and from school
- accept responsibility for their behaviour

Parents and Carers are expected to:

- support the actions of the school in line with the Behaviour Policy so that children receive consistent messages about how to behave at school and at home

Teachers are expected to:

- promote behaviour for learning to enable them to deliver quality first teaching.
- ensure that they are planning clear, well differentiated and engaging lessons which encourage all pupils to learn

- ensure consistency throughout the school by following the differentiated approaches to behaviour management

### **Differentiated approaches to behaviour management**

We have three key principles which guide our work with pupils:

- we create a relationship with each child so that they want to behave;
- we minimise opportunities for inappropriate behaviour as children who are engaged are less likely to behave inappropriately; and
- we earn pupils' respect and then expect them to give us respect as they feel safer with predictable boundaries.

Except for cases of extreme behaviour which require immediate intervention in order to ensure that everyone is safe, teachers progress through the following stages in order.

#### **Wave 1- In Class Management**

1. Clear lesson / curriculum differentiation to be in place in every lesson.
2. Good to be Green used consistently in the classroom and throughout the school day.
3. Good to be Green monitoring chart to be used as a teacher tool to analyse where in the day in the specific child is experiencing issues.
4. Teacher to analyse their own classroom management and curriculum delivery especially around the times of day that are highlighted as an issue.
5. Teacher to ask/seek help from other staff if needed or unsure how to proceed.

#### **Wave 2- In School Management**

1. Refer to the SENCO or a member of the SLT team.
2. Behaviour plan / pastoral programme to be written for the student and shared with all staff involved with the pupil.
3. Parents contacted and asked to come in for a meeting with teacher and a member of SLT. Behaviour plan to be shared with parents and pupil.

#### **Wave 3- Outside Agency Support**

1. SENCO / SLT to refer to Behaviour Support
2. A plan to be implemented with behaviour support, the school and the parents.

### **Consequences of choosing not to follow the school rules**

- The pupil may have to sit on their own in class.
- The pupil may have to say sorry to the person they have upset.
- The pupil may have to miss some of their playtime or lunchtime.
- The pupil may have to do their work at lunchtime in the workroom.
- The pupil may be sent to work in another classroom.
- The pupil may be sent to a member of SLT.

#### **If it is a serious incident**

- The parents of the pupil will be contacted.
- The Headteacher has can issue a fixed term exclusion of 1 to 5 days.
- The Headteacher can action permanent exclusion.
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### **Restrictive Physical Intervention**

If a child is likely to injure or endanger themselves or others or is damaging property we may choose to move the child. However, staff should not restrain a pupil if they feel that this would put their own safety or that of the child at risk.

It is preferential for a member of the SLT to be sent for to remove the child but all members of staff will be fully supported if they have to remove a child from a situation as long as they are in line with the above statement. Care must be taken to remove the child in a calm and safe manner. All incidents of restrictive physical intervention must be reported to the Headteacher.

This behaviour policy is consistent with our Teaching and Learning Policy, Anti-Bullying Policy and Restrictive Physical Intervention Policy.

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