<center>Behaviour Policy</center>

We need a behaviour policy because it:-

confirms expectations

gives consistency with flexibility

formalises our approach

re-inforces the positive ethos of school

helps new staff

gives clear boundaries for staff and pupils

is a legal requirement

Secures the health and safety of pupils

gets parents involved when needed

boosts self esteem of staff and pupils

leaves the way clear to teach

encourages pupils to take responsibility for their actions

offers security & stability especially for pupils

Introduction

It almost goes without saying that effective teaching and learning cannot take place unless there is an orderly atmosphere in the classroom and school in general. Children who mis-behave do not learn. Worse still, they have a negative effect on the learning of other pupils wishing to learn. High standards of behaviour and self discipline will enable our pupils to move from Barugh Green School to the wider community to live successful lives and make a positive contribution to society.

The present situation at Barugh Green

The opinion of staff, parents and pupils is that generally the behaviour of pupils at Barugh Green is very good. There is a calm, orderly atmosphere. Pupils walk round school sensibly and with purpose. Their attitudes towards school and their work is positive. Self discipline is evident in the vast majority of pupils. They are reliable, responsible and trustworthy. In class there are very few problems with pupils. Some may not work to capacity at times but rarely do children challenge authority - they do as they are asked.

With support staff, behaviour is again generally respectful and responsible. When working with a teaching assistant pupils do as they are asked. They are polite to secretarial staff and have respect for Mr Grist, the school caretaker.

Areas of concern

i) Problems occasionally arise at dinner times. Children sometimes need reminding to say please/thank you when being served lunch. Evaluating the system for serving dinners may help as dining room noise is sometimes unacceptable. Pupils will also be asked to highlight problems in the dining room, leading to a set of rules. These rules are displayed around the dining hall. If there are persistent problems at lunch time or a parent raises concerns we will employ a teaching assistant to monitor and observe. The findings will be written in a diary and discussed with the headteacher

ii) Toilet areas:- monitors will be assigned for the junior toilets. They will report any misbehaviour to staff. Infants will go outside at playtime and use the playground toilets.

iii) Cloakroom areas:- pupils to be supervised outside into the yard and expectations made clear that they should not congregate in the cloakrooms. At the conclusion of each break and dinner time a teaching assistant monitors the cloakroom for safety and general tidiness

iv) After assembly dismissal:- teachers from each class will be sent for at the end of the assembly, signified by the school internal bell and help dismiss pupils quietly.

The Learning Environment

It is clear that where classroom teaching is outstanding, disciplinary problems are fewer. The first step to good behaviour is good teaching. The school learning and teaching policy offers advice on positive behavior management strategies (Appendix A). It is also part of the school induction policy. The classroom is the most important place in any school. As mentioned in the introduction of this policy - if order is not kept in the classroom, learning will not take place. (see appendix B) Positive learning environments are characterised by the following:

- Pupils need to see good adult role models for courteous and polite behaviour. The conduct of teachers and support staff is an important element of the school ethos.

- An effective curriculum which is appropriately differentiated to stimulate pupils is a key factor in motivating pupils and in maintaining an orderly learning environment.

- High expectations of both achievement and behaviour within a supportive framework.

- Praise and public recognition of the child's strengths and achievements.

- Excellent pupil-staff relationships built on mutual respect, trust and security.

- Pupils feel responsible for their learning and capable of success - this would involve some target setting and time to reflect on progress.

- Teachers are specific about what behaviour is expected of pupils and what is unacceptable.

- A strong character education policy permeates throughout school, from enterprise skills in FS2/KS1 through to the development of lifelong skills and attributes in KS2. (see school website for further information).

No matter how well planned a teacher may be, there may be times when behaviour is unacceptable. In these circumstances although rare, the teacher must assess objectively the reasons for such behaviour. For the benefit of all, discipline must be restored quickly. A number of strategies are open to teachers and these are contained under the section 'sanctions'. Whatever the situation, teachers must take into account the nature of the behaviour, the number of pupils involved and their previous behaviour record.

The School Environment

The following rules were drawn up by staff and pupils through a collaborative process aimed at achieving a consensus about what constitutes acceptable behaviour. They were introduced mainly through discussion and their publication appropriate to the age of children so as to be clearly understood and consistently interpreted by all.

1   Behave properly and listen
2   Be kind and helpful.
3   Always tell the truth.
4   Be polite.
5   Move about school quietly and sensibly.
6   Tell a teacher if we have a problem.

The rules are generally worded positively so as to re-inforce an understanding of what does rather than what does not constitute good behaviour. Class rules agreed by teachers and pupils are consistent with these general expectations and are similarly positive.

All staff have a shared responsibility to enforce these rules. We should acknowledge appropriate behaviour and react to inappropriate behaviour. This involves commenting on good behaviour and not merely responding to that which is unacceptable.

Rewards and Sanctions

Staff have legal authority to impose reasonable punishment where necessary. It is also helpful to recognise and reward good behaviour. The emphasis should be on reward and we should aim to make any reward or sanction immediate.

At Barugh Green we use all of the rewards below:-

* praise - verbal or written, private or public
* smile
* stickers/certificates
* showing work - to head, class, parents, in good work assembly and on display to school
* reference to specific rules
* prizes
* comments on work
* choice of activity
* helping - ringing the bell/taking register/carrying messages/leading the line/maintaining equipment/monitors etc
* letters home to parents
* recognition is also given for achievements out of school eg sporting achievements or community service.

Sanctions short of exclusion take a variety of forms these include:-

- frown/eye contact
- staying in at playtime
- planned ignoring
- telling off - private/public
- withdrawal of privileges/responsibilities including sitting on own/missing club   (by agreement)
- sent to another class
- sent to head
- contact home
- additional work or completion of assigned task
- carrying out a useful task
- report book
- apology
- replacing broken/stolen items
- deduction of points
- holding teachers hand/sitting next to teacher
- exclusion from lunchtimes

What ever sanction is employed, teachers should act quickly and pupils left in no doubt as to why they are being punished and how such behaviour can be improved.

When sanctions are applied, the following should be observed:-

- sanctions of whole groups avoided unless in exceptional circumstances
- ringleaders picked out where appropriate
- avoid humiliating and degrading sanctions
- sanctions should be in proportion to the offence.

Procedures

As a general rule teachers should deal with minor offences whilst all serious offences must be reported to the head. Appendix C lists minor/serious offences. The list is only a guide. However anything that is persistent is considered serious.

In dealing with any situation, it is important to firstly ensure the safety of all children involved. Secondly, the child should be given the opportunity to give a calm account of the incident. Staff need to listen carefully to ascertain all facts before a judgement is made.

Any concerns a teacher has regarding the behaviour of a child should be shared with the parent as early as possible. Home circumstances, medical factors, or learning difficulties which may have influenced the behaviour should be considered.

Should inappropriate behaviour continue, an ongoing record will be kept by the class teacher and the problem discussed with the head. If the incident is more serious, it will be noted on the teachers 'log of concerns'. Regular parental contact may then be requested, to discuss progress. When monitoring a child, note should also be taken of good behaviour as well as

inappropriate behaviour along with the associated sanctions/rewards. If appropriate, the child's name should be placed on the SEN register for social, emotional and behavioural difficulties.

Teachers records and observations will assist in formulating a more precise description of the behaviour. This may if necessary help in writing an individual educational plan (IEP). If poor behaviour continues a formal referral may, with parental consent, be made to the Educational Psychologist. In the event that the child's problems are prolonged, it may be recommended to refer the child for formal assessment, which may result in the issue of an Education, Health Care Plan (EHCP).

All staff must take responsibility for behaviour.

Exclusion

The exclusion of a pupil from school will only be considered as a final resort, and only in instances where the continued presence of a child in school places him/herself or others at risk physically, emotionally or educationally. In all cases, the decision to exclude is the heads, along with the Chair of Governors. Necessary documentation should be completed and parents notified immediately. No child has been excluded from Barugh Green Primary School for over 10 years.

Bullying – (please refer to the anti bullying policy on our website)

"A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons".

What is bullying?

There are many definitions of bullying, but most have 3 things in common:

- it is deliberately hurtful
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms - 3 main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, racist remarks
- indirect - spreading nasty stories about someone, exclusion from social groups.

How do we respond to bullying?

Initial steps should involve:

- taking action quickly
- re-assure the victim(s) and offering necessary help and support
- make it plain to the bully you disapprove

- encourage the bully to see the victims point of view
- punish the bully - using the list of sanctions listed earlier in the policy.

Involving others

- inform the head or deputy head
- inform or ask head to inform parents
- inform colleagues if necessary.

Where might bullying occur?

Bullying is not a major problem at Barugh Green. However, the fact that bullying is secretive means that we cannot say it doesn't happen. The obvious places for it to occur are the playground, cloakroom and toilet areas. Eg. Conversations with younger pupils as to why some do not finish their packed lunches/dinners highlight a fear of bigger children when they enter the dining room. Bullying may also occur after a PE lesson and one particular child has been responsible for the mistake which costs their side victory.

Occasionally in a class there may be a child who is used as the 'rubbing rag' for all pupils. In other words, they are bullied but there are no bullies.

Support for pupils

The curriculum must play a major role in eradicating potential bullying. Suggestions include more integration of key stages (eg paired reading) with every child having a book buddy, book week with its accompanying activities and extra curricular activities. We also use circle time, assemblies, the Character Education programme and the social, moral, spiritual and cultural policy (SMSC). Many other suggestions are contained within the Spiritual, Moral, Social and Cultural Policy.

To help alleviate the problem at lunchtime, discussions are held with pupils generally and through the school council culminating in a set of dining room golden rules.

As a further support there are a selection of publications in the special needs room for teachers to use. These contain a host of suggestions to tackle bullying or inappropriate behaviour.
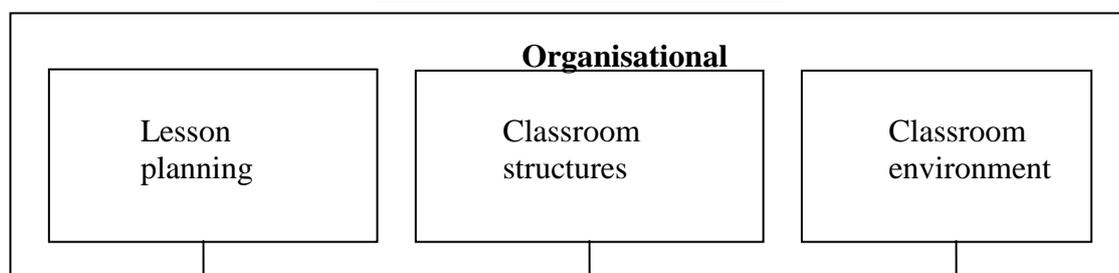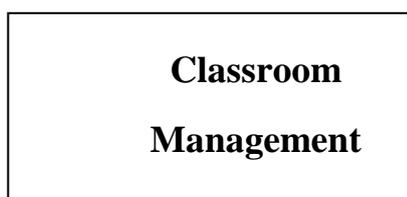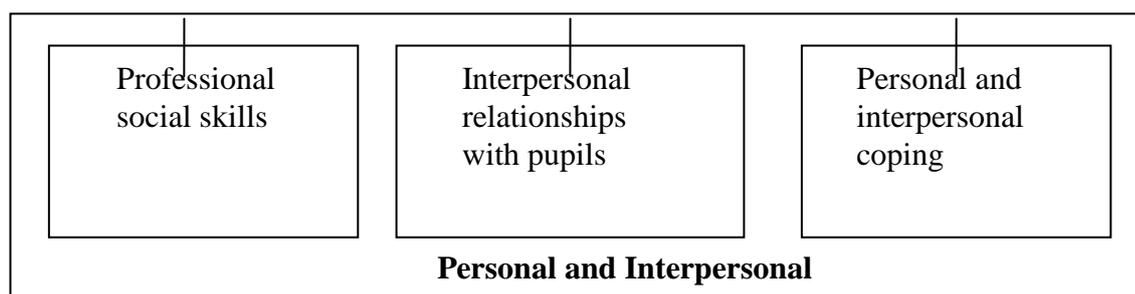
Communicating the Policy

- All staff and governors to have a copy.
- Comments in the school brochure.
- Displayed in reception area.

Reviewed November 2017

Appendix A <u>**Denotes all that is good about classroom management in terms of promoting positive behaviour and maintaining discipline.**</u>

- Eye contact
- Posture and gesture
- Assertiveness
- Facial expression
- Conveying authority
- Listening skills

- Respect
- Being seen to be fair
- Balancing autonomy and responsibility
- Providing positive feed-back loops
- Enhancing self-worth of all pupils

- Personal coping style
- Availability of appropriate social support
- Self-worth
- Beliefs about personal ability to influence decisions

Professional social skills	Interpersonal relationships with pupils	Personal and interpersonal coping

Personal and Interpersonal

Classroom

Management

Organisational

Lesson planning	Classroom structures	Classroom environment

- Lesson content
- Well structured, innovative lessons
- Differentiated content
- Starting and finishing lessons on time
- Looking for and responding to feedback from pupils
- Appropriate questioning
- Clear lesson objectives with success criteria
- Assessment **of** and **for** learning
- Rich and varied

- Rules and routines clearly agreed, displayed and understood
- Classroom rewards and sanctions
- Positive behaviour management

- Stimulating displays and safe layout
- Access to equipment/resources
- Space
- Temperature and ventilation
- Positive ethos

8

timetable

Appendix B

What factors contribute to good behaviour

1   Outstanding teaching
2   Praise
3   Courtesy
4   Thanks
5   Classroom management
6   Organisation/resources
7   Responsibility
8   Independence
9   Autonomy
10 Good example, role model
11 Hierarchy of response/appropriate response
12 Sanctions
13 Rewards
14 Partnership with parents
15 Pro-active with response
16 Positive environment
17 PSE in curriculum
18 Moral, cultural education
19 Classroom tasks, exciting, inviting, well planned
20 High expectations
21 Ownership
22 Trust
23 Knowing boundaries
24 Varied teaching strategies
25 Explicit nature of rules, expectation. Awareness
26 Consistency
27 Fairness
28 Self discipline
29 Tidiness
30 Respect
31 Physical environment
32 Self esteem
33 School dress

Appendix C

Disruptive behaviour

Serious	Minor
Swearing at adults	Cheeky
Insolence	Running in corridor
Kicking	Name calling
Physical abuse - violent, deliberate, biting	Pushing
Stealing	Over exuberance
Vandalism	Throwing rubbers
Bullying	Bad manners
Threatening behaviour	Meanness
Running out of school	Tale telling
Disruptive and distracting behaviour - persistent	Nipping
Spitting	Lack of respect for property
Racial harassment	Dropping litter
Sexual harassment	Rude notes and drawings