

Bugthorpe CE Primary School Draft BEHAVIOUR POLICY

'Work hard. Have fun. Make a difference.'

Bugthorpe CE Primary School upholds the Christian ethos and promotes spiritual, moral and social and cultural values within a Christian context.

Positive reinforcement of the school's Christian values is promoted throughout all aspects of school life.

This policy embraces the requirements of the Disability and Discrimination Act 2006 (DDA) and is compliant with the 'less favourable treatment duty' and the 'reasonable adjustment duty' as set out in the Act.

Rationale

At Bugthorpe School we aim to provide a high-quality education in a safe and stimulating indoor and outdoor environment. We want every child to experience a happy and memorable primary education through developing life-skills, self-confidence and independence. We expect high standards of behaviour from all pupils, and believe that quality teaching promotes effective learning and good behaviour. We recognise and celebrate effort and success so that all pupils feel valued.

The school has a clear code of conduct based on mutual respect which is supported and adhered to by all members of the school community. We teach children to take responsibility for their own actions, to accept the consequences of their choices, and to treat others as they would wish to be treated.

We understand that some pupils may present challenging behaviour, and adapt our approach so that they can endeavour to be the best that they can, and learn from their difficulties.

We adopt a zero-tolerance approach to bullying and any incidents are dealt with firmly and promptly by the Head teacher.

Bugthorpe School is a calm, inclusive and orderly environment where all pupils can learn effectively. Excellent behaviour for learning is modelled, encouraged and valued as the route towards all pupils achieving their full potential.

Aims

We aim to

- maintain, encourage and promote good behaviour, self-discipline and whole-school team-spirit;
- share and agree identification of what we consider to be acceptable and unacceptable behaviour;
- reward good behaviour with a green card;
- establish and share understanding of class and school rules;
- uphold fair and agreed sanctions when rules are broken;
- establish a firm, fair and consistent approach across the school;
- provide opportunity at each stage for children to make amends and redeem themselves;
- involve, when necessary, parents/carers at an early stage, and encourage shared responsibility when managing challenging behaviour;
- involve the pupils, encouraging them to take responsibility for their actions;
- be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour;
- employ a multi-agency approach wherever appropriate.

Responsibility and Roles

All staff are responsible for the behaviour of the children in their care but a whole-school approach means that any inappropriate behaviour seen by staff in any part of the school will be addressed. We expect all members of the school to show mutual respect and care for one another, and follow rules which have been designed to ensure a safe and happy school.

Home School Partnership

We value partnership between home and school in fostering self-discipline in the children, and creating a school-environment that complements and supports this.

School Council

The School Council offers a pupil-voice in behaviour expectations. Members meet regularly and are given the opportunity to discuss and contribute ideas relating to good conduct and care of the school. They are encouraged to discuss strategies, rules, rewards and sanctions which will support this, thus giving children ownership of our policy.

Promoting Good Behaviour

Positivity and a caring ethos underline the school's approach at all times. In order to make the most of this, it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour.

- group and class rewards decided by the class teacher in conjunction with the children;
- extra privileges in class e.g. giving additional jobs or responsibilities;
- the use of collective worship to celebrate good conduct;
- green cards to reward good behaviour.

Rules and Sanctions

All members of staff monitor children's adherence to rules. There will be reminders in assembly about the rules, rewards and sanctions.

We recognise as good behaviour:

- being polite and friendly;
- being helpful and kind;
- showing respect for peers and adults inside and outside school
- having the self-discipline to follow rules, instruction, procedures; good manners and setting an example to others, especially in oral responses;
- showing respect for other people's property as well as their own;
- being able to work both inside and outside the classroom with appropriate application and noise-level;
- listening politely;
- moving from playground into school, and within school, without running.

We want all pupils to behave in a way that is a credit to themselves, their family and their school

Unacceptable behaviour:

- unpleasantness towards others
- non-compliance with requests from members of staff
- bullying, aggression, including kicking, hitting and name-calling;
- creating a disruptive atmosphere;
- prejudice of any kind;

- use of bad/threatening language;
- dishonesty;
- disregard for personal property/building
- answering back, being argumentative.

Our **Golden Rules** exemplify our expectations of the children:

- We are gentle. We don't hurt others
- We are kind and helpful. We don't hurt anybody's feelings.
- We listen. We don't interrupt.
- We are honest. We don't cover up the truth.
- We work hard. We don't waste time.
- We look after property. We don't waste or damage things.

Maintaining good behaviour

Pupils respond well to the positive approach expected from all adults working in our school.

Everyone at Bugthorpe School we have agreed to

- recognise and highlight good behaviour as it occurs;
- ensure that any criticism is constructive;
- model and explain behaviour as we wish to see it;
- encourage children to be responsible for their own behaviour;
- let parents know about their child's good behaviour;
- reward individual children and groups of children for behaving well;
- establish a friendly, positive and supportive relationship with the pupils in their care;
- make sure, whenever possible, that pupils are undertaking purposeful activities matched to individual children's abilities;
- try to identify when behaviour problems are likely to arise, and where possible, try to deflect or modify the pupil's behaviour before there is a need to discipline them;
- be clear, firm and polite about the behaviour boundaries;
- know and use sanctions but avoid using them if a quiet word or reminder will do;
- remain calm when speaking to pupils.

Positive Behaviour Reinforcement

We encourage and reward good behaviour and work by selecting from strategies that include:

- praise, smiles and words of encouragement;
- positive comments to parents and carers;
- stickers, stars stamps, certificates and awards;
- recognition in Good Work Assembly;
- Golden Time;
- green cards;
- Dojos as appropriate throughout the school.

Support for Pupils with Behaviour Problems

Pupils are given guidance and support for their personal and social development from their teachers in:

- PSHCE lessons;
- collective worship themes;
- small group work with children (ELSA)
- behaviour and reward charts;
- meetings with parents/carers;
- external support from the L A Behaviour Support Teacher;

- Educational Psychologist referral

Sanctions

Occasionally children may not adhere to our school expectations for good behaviour, and show lack of consideration towards others and, in such cases, the following sanctions will be imposed:

- verbal warning to remind pupil of appropriate behaviour
- a second verbal warning and a reminder that they will have to move to another area of the classroom if they continue
- removal of pupil to a different location within the classroom
- if continued in appropriate behaviour, removal of pupil to a different classroom for one session.
- referral of pupil to Deputy Head or Headteacher;
- a red or yellow card will be given;
- contact with parents to discuss ways of helping the child to improve his/her behaviour.

Red and Yellow Cards

The card guidelines give specific examples of the types of behaviour that may warrant the issue of a yellow or a red card. They may be issued by any teacher, and are incremental throughout the academic year. Three yellow cards convert to a red card and, therefore, provide a behaviour tracking record

If three red cards are issued in one term, parents/carers will be asked to meet the Head teacher to discuss their child's behaviour. They will be asked to support the school with an appropriate sanction at home.

Should three more red cards be issued, parents/carers will be asked to work with the school to develop an individual behaviour plan designed to modify his/her unacceptable behaviour.

Support from external agencies to develop appropriate behaviour may be sought following discussion with parents/carers.

Clarity for Pupils

At the beginning of the school year teachers should discuss school rules, sanctions and rewards with the children.

Sanctions that can be implemented include:

- withdrawal of a privilege for a limited period of time;
- letters of apology;
- loss of privilege;
- missing a break time;
- receiving a yellow or red card;
- completing work elsewhere or with someone else;
- Discussion with Head teacher and parents/carers.

Serious Breaches of Conduct

- involvement in systematic bullying; (ref Anti-Bullying Policy)
- being offensive to an adult/ member of staff;
- physically hurting another child intentionally;
- fighting;
- deliberately vandalising school property;
- verbal abuse including racist, sexist or homophobic remarks.

Serious breaches of conduct are always referred to the Head teacher who will contact parents/carers to discuss their child's unacceptable behaviour.

Exclusion

Exclusion is very rare, is the last option to be considered, and will always be referred to the Governing Body. The school will follow the statutory procedures as laid down by the DfE. Arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

Lunchtime Behaviour

Responsibility for general school behaviour at lunch time lies with the Head teacher. The Senior Supervisor and Assistant Supervisors, who work under the direction of the Head teacher, adopt a positive approach to behaviour.

The School Bus

We expect our high standard of behaviour to be maintained whilst children travel to and from school. Details are explained in the School Transport Policy.

School Visits

Children working outside school are expected to maintain the same high standards of behaviour.

S Monkman November 2018

Review date: November 2020

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Appendix 1 Roles and Responsibilities

Staff

All staff will

- treat all children, and each other, fairly and with respect;
- raise pupils' self-esteem by helping them to recognise their individual qualities;
- provide a challenging, interesting and relevant curriculum which meets the needs of all pupils;
- use rules, rewards and sanctions fairly, clearly and consistently;
- work with parents/carers and encourage cooperation and shared responsibility for managing challenging behaviour.

Pupils

Pupils will

- behave in a way that is a credit to themselves, their families and their school;
- avoid doing anything that could harm themselves or others;
- follow school and class rules.

Parents and Carers

We hope that parents and carers will

- support the school's ethos;
- support the school's policy and guidelines on behaviour, anti-bullying and equality;

Governors

The role of the Governing Body is

- to monitor the effectiveness of the Behaviour Policy, Anti-Bullying Policy and Equality Policy;
- put into place measures to protect staff and pupils against acts of physical violence, or any other form of intimidation;
- provide a special committee which will be convened in the case of any pupil disciplinary hearing.

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Appendix 2

Pastoral Care

All staff share the responsibility for the care of our pupils. Information is shared appropriately so that we can provide the best possible support and guidance, whilst retaining confidentiality. Strategies that support the school's pastoral care system include:

- regular conversations to pass on knowledge about individual pupils;
- good understanding of the pupils by their class teachers;
- monitoring the use of the Friendship Bench;
- provision of ELSA (Emotional Literacy Support Assistant) time, if necessary;
- positive behaviour reinforcement;
- liaison with external agencies, following discussions with parents/carers, and their consent for referral.

Positive Handling

Staff are aware of the document "Use of Reasonable Force" DfE 2013.

Trained staff only intervene physically to restrain a pupil in order to prevent injury to another child, or to prevent a child from injuring himself.

The staff use Team Teach techniques to de-escalate and calm following training.

Team Teach techniques are designed to avoid injury to everyone, but it is possible that bruising or scratching may occur accidentally if a child is resisting attempts to restrain him/her. These are not seen as a failure of professional techniques, but a regrettable and infrequent side-effect of ensuring the safety of others. If a pupil has needed to be restrained, parents/carers will always be informed straightaway.