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Signature:

Head Teacher

Date:

Signature

Chair of Governors

Date:

BEHAVIOUR POLICY

Vision:

At Bassingham Primary School we aim to create a caring, stimulating and happy environment in which each child will experience a broad balanced curriculum, develop positive attitudes and acquire a sense of achievement, self-confidence and self-discipline.

Rationale

We have a shared vision that our school is and should be community orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all.

Throughout the school we aim to establish good behaviour, both during lessons, break/lunch times and extra-curricular activities.

The behaviour and anti-bullying systems are at the centre of the emotional health and well being of our community. We must be mindful of how we manage children in order to help develop their emotional intelligence and emotional literacy.

Positive discipline responds constructively to good behaviour and reasonably to negative behaviour. The focus should be on praise, rewards, responsibility, choices and consequences. All these are based on three clear assumptions:

- 1. All forms of behaviour have a reason***
- 2. What we give attention to is what we get more of***
- 3. Discipline needs to be firm, fair and consistent.***

An emotionally safe and secure learning environment is the cornerstone for successful and rewarding learning experiences.

Our Reward System

We aim to respond to good behaviour with praise, using positive and encouraging language. We have devised codes of conduct for the playground and classroom. We have also set in place a reward system that encourages children to work hard and behave well.

We have a whole school reward system built around our ‘**GOLDEN RULES**‘

- 1. Follow instructions carefully**
- 2. Treat others and property with care and respect**
- 3. Move and act in a safe manner**
- 4. Cooperate and contribute in a positive manner**

and is supported by the use of a “**Reward Board**” system.

- 👍 The **Reward Board** is a visual tool to help pupils understand what behaviour is expected of them in school.
- 👍 The boards have 5 colour zones going from gold - silver - green - orange to red.
- 👍 The largest zone is the green zone which has the names of all the pupils in the class in it at the start of the day. Staff are encouraged to regularly praise the pupils who are staying in green by doing the right thing.
- 👍 The rules of the classroom are displayed. Pupils are taught that keeping the rules will ensure that they stay in the green zone (which is good!). However, an adult may decide that they have been spotted doing so well that their name is moved to silver and then to gold.
- 👍 If a pupil fails to keep one of the class rules, an adult will give him or her a warning, and then by moving the child’s name into the amber zone if they continue to break a rule. There is no consequence to being in amber. The pupil is encouraged to make the right choice. Choosing to change back to appropriate behaviour will mean the name will return to the green zone.
- 👍 Very occasionally pupils will still choose to ignore the warning and continue to break the rules. When this happens, the pupil’s name will go into the red zone. An act of physical violence goes straight to the red zone.
- 👍 Being in the red zone always leads to a consequence. The children will be told what the class’s hierarchy of consequences are. At any stage, if pupils decide to cooperate with the rules, they will see their name go back up the board via amber to green.
- 👍 A pupil who has been in the red zone can only climb as high as silver on the same day.
- 👍 It is expected that many more pupils will receive rewards for ending the day in silver or gold zones. The reward system will be explained to the pupils by their class teacher.
- 👍 The pupils’ names will return to green at the start of each new day.
- 👍 The teacher needs to keep a record of who is in the gold zone each day. A **congratulations postcard** will be sent in the post to the home of a pupil who achieves the gold zone **10 times in a half - term**. Reception Class may use a simpler form of this system.

Developing/maintaining the culture

Each week in assembly, we celebrate the achievements of children from each class and present them with certificates and talk about their positive attributes.

Within the classroom, break/lunch times and extra-curricular activities staff may also reward pupils with team/house points to publicly acknowledge good behaviour.

Consistency is the key.



All adults should endeavour to speak to the children in a calm and reasonable manner, making every effort to avoid confrontation – we are aiming to create a praise culture whereby 1 in 5 statements made within the school environment will be praise based. There are many strategies that can be used when controlling children’s behaviour in the classroom or in the playground.

One strategy that is particularly successful with our children involves making a positive comment about a child who is behaving well; others around the child may then adjust their own unacceptable behaviour in order to receive positive rather than negative attention from the adult in charge. If a child has to be disciplined verbally then the adults should endeavour to find opportunities to praise the positive behaviour of that child within ten minutes of the initial ‘incident’.

Please remember that we operate a Restorative Practice system of managing poor behaviour.

“**Restorative practice** is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an **approach** to conflict resolution that includes all of the parties involved.”

R.I.P. Reprimand in private

P.I.P. Praise in Public

Children are encouraged to talk to and ‘tell’ any of the many adults who are around if they are unhappy or finding things difficult. Many Circle Time activities are planned to enable this in a supportive and constructive manner.

Parents are asked to talk to us about any difficulties and the Head operates an ‘open door’ policy that responds to issues as they arise, moreover families can book an appointment to meet the teacher through the school office. Key Stage 1 staff escort the children out of school at the end of the day and this gives the opportunity for teachers and parents to communicate briefly, and Key Stage 2 staff are available at 3.30pm to speak briefly with parents.

Our Sanctions System

Children need to know that there are boundaries to their behaviour and what will happen if they go beyond those boundaries. The children feel secure and valued in a school environment that clearly lays out expected standards of behaviour, encourages them to have respect for themselves, for their peers and for all adults.

There are times when some children who have difficulty in behaving appropriately. For them we have devised a **four-stage system of sanctions** that is aimed at pointing out their bad behaviour, both in the classroom, extra curricular activities and on the playground, and acting at an early stage to prevent it continuing-

- 1. Under normal circumstances the teacher will warn the child that his or her behaviour is unacceptable, whilst explaining why**
- 2. If the child chooses to ignore the teacher’s warning, then the next occurrence is recorded by the child’s name being lowered a zone on the Reward Board.**



3. ***The third warning results in moving to Red Zone and five minutes in a 'Time Out' area and an apology. If a child is still in Red Zone at the end of the day this is also recorded in the Scholar Pack Conduct Log.***
4. ***A fourth warning would mean leaving the room to work in another classroom and sit in a 'Time Out' area. An entry is made into the 'Scholar Pack Conduct Log' by the class teacher.***

All the steps designed to use the negative behaviour as an opportunity to move forward and develop emotional literacy.

This disruptive behaviour often means that children have unfinished work and therefore the teacher or TA may keep a pupil for up to ten minutes of the play time to complete tasks – pupils must not be left unsupervised and must also have the opportunity for a drink, toilet break and possibly a snack.

Alternatively, staff may also send unfinished work home to be completed. In the event of negative behaviour (reaching stage 4) taking place at an extra curricular activity the pupil will miss the next session of the club and after a second reoccurrence suspension from the club for a term.

In the classroom each teacher will use **Scholar Pack Conduct Log**. This can be used to record inappropriate behaviour over a period of time. This is intended to investigate any possible patterns and also act as an evidence base if further sanctions are in place.

It must be realised that the system should be followed most carefully as evidence for each stage of action is necessary for this behaviour system to work and have credibility with pupils, teachers, parents, governors, and any other interested outside agencies.

The playground is an area where children use their energy, sometimes becoming over-exuberant and losing their self-control.

Children should be encouraged to enjoy the outdoors, explore their environment and play imaginatively, alone or in groups.

Children should be encouraged to manage, with help when necessary, their social situations positively and independently – without unnecessary interference from adults.

If any game leads to unsafe or negative behaviour, the adults on duty may have to ban the game from the playground for some time.

The same four stage system will continue to operate –

1. ***Under normal circumstances the staff member will warn the child that his or her behaviour is unacceptable, whilst explaining why***
2. ***If the child chooses to ignore the staff member warning, then the next occurrence is recorded by the child's name being lowered a zone on the Reward Board.***
3. ***The third warning results in five minutes in a 'Time Out' by remaining next to a member of staff and an apology.***
4. ***A fourth warning would mean leaving the playground during the next breaktime to sit in the 'Time Out' area. An entry is made in the 'Scholar Pack Conduct Log.'***



If the child continues to disregard expectations as to his / her behaviour and is recorded in the **Scholar Pack Conduct Log** on three occasions in a half-term then a letter is sent to the home. It is the first letter sent to parents in the behaviour system cycle, and requests that the parents discuss the matter with the child, thus reinforcing that the behaviour is unacceptable and that school and homework in conjunction to resolve difficulties. This may be replaced by a teacher discussing the issues directly with a parent. This conversation needs to be logged within our Scholar Pack system. Each child has a 'Comms Log' where this can be recorded and accessed.

If the child's conduct remains unchanged, with the child's name appearing in the log on three further occasions in the same half-term, a second letter is sent to the parents requesting that they attend a formal meeting to discuss a behaviour action plan. The plan involves looking at changing the unacceptable behaviour through the removal of privileges and the discussion of sanctions against the child, both at home and in school. The plan might further involve using certain rewards that will help the child maintain the momentum towards improved behaviour, e.g. attendance of school activity clubs and outside interest clubs. Under normal circumstances the child's class teacher and another teacher, will be present at these action plan meetings. If for some reason the action plan team cannot all be present and if it is deemed appropriate, the head teacher will draw up the action plan with the parents. The plan is put into practice with the school and the parents remaining in contact in order to monitor its effectiveness. The onus is placed on the parents to register the effectiveness of the plan or otherwise.

In rare cases, if the bad behaviour continues after formal consultation with the parents, then the next action is a meeting with an educational psychologist. Strategies suggested by the educational psychologist might involve support in the classroom and on the playground. If all remain unsuccessful then the sanction of temporary exclusion (a maximum of 45 days in any school term) is adopted, with the governorship, educational psychologist and parents informed of the action taken. Parents have a right of appeal to a separate sub committee of the governing body.

During this temporary exclusion period the school would be strongly advocating the placing of the child in a more appropriate place to cater for his / her needs. It is only considered when there is a threat to the provision of efficient education for, or the safety and welfare of, the majority of children; when school rules have been deliberately ignored; or when staff is threatened with physical or verbal abuse.

Appendices



1) Scholar Pack Conduct Log

e **Conduct** Extended Support Comms Log

Back Show only data for current academic year

Zone

Incident Type

Details

Involvement

Role

Guardian Informed

Action Taken

Incident date **Incident time**



2) Behaviour letter 1

Reference: Behaviour Letter to Parents 1

Date _____

Dear _____

Recently, your child, _____, has not been behaving as well in school as they could, for example _____

It is important that your child understands the need to follow our school rules.

School Rules

- 1) Follow instructions carefully
- 2) Treat people and property with care and respect
- 3) Move and act in a safe manner
- 4) Live and work in a positive manner

I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class Teacher

Behaviour Letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of Child: _____

Parent Name: _____

Parent signature: _____

Date: _____