

Brant Broughton Church of England and Methodist Primary School
Behaviour Policy

Brant Broughton Church of England & Methodist Primary School



BEHAVIOUR POLICY

March 2018

Brant Broughton Church of England and Methodist Primary School Behaviour Policy

The Board of Governors have agreed a statement of general principles with regard to behaviour which is reviewed annually, this is available on the school website. This policy has been formulated with these principles in mind and demonstrates the schools commitment and compliance with DfE guidance (Behaviour and Discipline in schools (Jan 2016)).

Each child will be encouraged to develop the skills, values and attitudes that enable him/her to become a caring member of the community and an active participant in a changing society; and to experience joy and success as a well-motivated, confident and independent learner.

Aims

- To provide a safe and happy environment
- To encourage good manners and positive behaviour
- To ensure that everyone knows what is expected of them
- To promote self-esteem, mutual respect, independence and an awareness of the difference between right and wrong
- To create an atmosphere in which everyone feels valued

Children will be encouraged to manage their own behaviour by:

- Taking responsibility for themselves, each other and their environment
- Feeling positive about themselves by celebrating achievements
- Making appropriate choices and decisions
- Developing relationships through work and play
- Developing life skills

Code of Conduct

It is important that children understand what sort of behaviour is acceptable and how that will be encouraged. This will be discussed by staff and children and a set of rules will be agreed; these will be clearly displayed around the school. By identifying and rewarding positive behaviour we aim to effectively promote and reinforce it.

Positive Behaviour

- Listening in class
- Walking quietly inside the school
- Following the instructions of an adult promptly
- Respecting property of the school and others
- Being kind to others
- Being helpful to staff or other children
- Speaking respectfully to adults and each other
- Trying their best
- Working hard in lessons

Brant Broughton Church of England and Methodist Primary School Behaviour Policy

(See Golden Rules in Appendix A)

There will be rewards for positive behaviour.

Details of how the rewards will be given can be found in Appendix B.

Unacceptable behaviour

Behaviour considered to be unacceptable includes:

- Hurting someone
- Name calling or using unkind words
- Racial abuse
- Swearing or using offensive language
- Being dishonest
- Theft
- Damage to property
- Interrupting the learning of others
- Failure to follow instructions when asked to do so

There will be consequences for unacceptable behaviour.

Details of how the sanctions will be carried out can be found in Appendix B. In addition to the sanctions and rewards in Appendix B, school also uses ClassDojo to award positive or negative marks which the parent is able to see. All marks are allocated according to specific criteria identified by the classteacher and visible to parents. Negative Dojos are never given without a parent or carer knowing why.

Reporting of incidents

If an incident occurs where a child is hurt or the actions of a child endangers themselves or others an incident report is made.

Children are given the opportunity to record their knowledge of the incident and the report is referred to the head teacher or teacher in charge to take action in accordance with the school behaviour policy. Where a serious incident occurs which results in a child refusing to come into school, hurting another child, or other incident which is considered to be causing risk to themselves or others, a risk assessment specifically for that child will be completed and shared among relevant staff.

Responsibilities

Role of the child

- To follow the school rules
- To report any incidents that they consider to be unsafe to an adult
- To report any incident where they feel unhappy to an adult
- To reflect on their behaviour to ensure they are always doing their best.

Brant Broughton Church of England and Methodist Primary School
Behaviour Policy

Role of the staff

- To be positive role models, demonstrating good behaviour
- To maintain a positive learning environment with high expectations
- To treat all children fairly
- To recognize and reward children's efforts
- To maintain discipline within the school setting both in and outside class by providing rewards and sanctions
- To be consistent in following the school policy and guidelines
- To give children time to reflect on their actions and behaviour
- To discuss any problems at staff meetings and with the Headteacher
- To attend training (where necessary) to enable them to manage behaviour effectively

Role of the Parent/Carer

- To support the school behaviour policy
- To encourage their child to make the right choices and follow the School Rules
- To inform the school promptly if they believe their child has been the victim of any unacceptable behaviour

Assertive Mentoring

Behaviour is assessed and monitored as part of the Assertive Mentoring system as part of the overall Attitude section which also covers; attendance, punctuality, behaviour, effort, homework and uniform. Teachers use the Green, Yellow, Red colour coding to record whether a child's behaviour is meeting the expected standard each term. If yellow or red is recorded individual attitude targets will be set and monitored through mentoring meetings each term. These are also communicated to parents. Where a teacher has concerns about a child's behaviour an Assertive Mentoring 'Identifying Behaviour Strengths and Targets' sheet is completed so that particular targets can be identified and shared with the pupil and parents.

Attitude: Colour Code Key		
Green	Yellow	Red
<i>Attendance exceeds 95%</i>	<i>Attendance between 90-95%</i>	<i>Attendance below 90%</i>
<i>Never late for school/lessons</i>	<i>Occasionally late for school/lessons</i>	<i>Often late for school/lessons</i>
<i>Excellent behaviour, no reprimands or recorded incidents, trustworthy, sensible, responsible</i>	<i>Acceptable behaviour, some reprimands or recorded incidents but very few.</i>	<i>Poor/unacceptable behaviour, regular reprimands or recorded incidents. Personal behaviour chart in operation.</i>
<i>Consistently good effort, self-motivated, tasks completed</i>	<i>Usually good effort, sometimes needs reminders</i>	<i>Rarely good effort, refusal, tasks often left incomplete</i>
<i>Homework always completed and returned on time</i>	<i>Homework usually completed and returned on time</i>	<i>Homework often not completed or returned</i>

Brant Broughton Church of England and Methodist Primary School
Behaviour Policy

<i>Always in uniform, adheres to policy i.e. jewellery, PE kit etc</i>	<i>Usually in uniform and follows school policy, Occasionally forgets PE Kit</i>	<i>Rarely in uniform, often breaks policy ; jewellery, heels etc. No PE Kits</i>
--	--	--

Equal Opportunities and Children with Special Needs

For children with special behavioural needs, additional strategies, rewards and sanctions may be used. These will be discussed and agreed with the child, parents/carers, class teacher and additional adults as part of their IEP. They will be closely monitored and reviewed regularly.

Additional Support

From time to time any child whose behaviour is causing concern could be given a behaviour chart or individual target record to encourage improvement. These will be utilised for a set period of time. See Appendix B.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

Persistent Misconduct

School follows the Lincolnshire Ladder of Behavioural Intervention where necessary which outlines identifying any unmet special need in Step One and use of Early Help where necessary. School will follow these steps for any pupils we identify persistent issues with. A Pastoral Support Plan will be put in place for these pupils where necessary. If these steps do not work school will proceed to Step Two of the Ladder of Behavioural Intervention and refer to BOSS (Behaviour Outreach Support Service) of a targeted school-based support worker. If necessary Step 3 of the ladder will be followed leading to a placement in a Pupil Referral Unit.

Use of Reasonable Force

School follows the procedure for the use of reasonable force outlined in the DfE advice July 2013. All members of staff have a legal power to use reasonable force. It can also apply to people who the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school visit. It can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision to physically intervene is down to the professional judgement of the staff member concerned

Brant Broughton Church of England and Methodist Primary School
Behaviour Policy

and should always depend on individual circumstances. It is not to be used as a punishment as this is always unlawful.

Reasonable force could be used to separate pupils who are fighting; to encourage a pupil to leave a room when instructed for their safety or the safety of others; in order to search a pupil for prohibited items such as fireworks or weapons. School does not need parental consent to use reasonable force. Two members of the teaching team have current Team Teach qualifications (Jan 2017), and where possible these teachers will be called upon to support any major incidents. An ongoing programme of training will be developed to ensure as many staff as possible will use these techniques, e.g. guiding, caring C, 'seated double embrace'. These are used as a last resort. The Team Teach 'Help Script' has been shared with all teaching staff:

"Alex (wait for acknowledgement), I can see that... I'm here to help...Talk and I'll listen...Come with me and we can..."

As has the Help Script for Colleagues: "I'm here to help Mr Smith..." "Can you help by..."

Following use of reasonable force an incident report will be completed by the member of staff concerned.

Any complaints about use of force will be thoroughly, speedily and appropriately investigated.

Complaints Procedures

Please refer to the procedure outlined in the School Brochure and the Complaints Policy on the school website.

Monitoring and Review

The headteacher will be responsible for monitoring the implementation of this policy and reporting to the Governing Body on its effectiveness.

Agreed by the Governing Body

Date.....

Signed:.....

Date of review: March 2020

Appendix A

Golden Rules

- We are kind, helpful and gentle.
- We listen to others.
- We treat everyone with respect.
- We never hit or name-call even if someone else has done it first.
- We are honest.
- We look after property and each other.
- We make the most of our learning time.

Appendix B

Step 1	'Well done'
Step 2	1 smiley (move your name up to 'Well done'), show your work to another class or adult
Step 3	10 smileys
Step 4	100 smileys - Bronze Award
Step 5	200 smileys - Silver Award
Step 6	300 smileys - Gold Award

Step 1	Warning from an adult/Move your name to 'Oh dear'
Step 2	Final warning, "This is your final warning".
Step 3	Time out in class next door/different table/missed playtime or lunchtime
Step 4	Time out in class across the corridor
Step 5	Sent to Mrs Bedford
Step 6	Report Card for 1 or 2 weeks/ Meeting with parents

Brant Broughton Church of England and Methodist Primary School
Behaviour Policy

Play Time

Step 1	'Well done'
Step 2	Smiley for class chart
Step 3	Special Lunchtime Smiley
Step 1	1 st Warning. Then: "This is your final warning".
Step 2	Time out on playground/in hall
Step 3	Time out inside/Pass to Play

For serious incidents which involve a child or adult being physically hurt, the wilful destruction of property or vandalism to the premises or the severe disruption of learning due to the actions of a child the Headteacher may decide not to apply the initial sanctions and move straight to fixed or permanent exclusion.

Appendix C

Leighton's Smile Chart		
Date:	 	<ul style="list-style-type: none"> Leighton will join in each activity. Leighton will follow instructions from the adult.
		Comments:
Register		
Assembly		
1st Lesson		
Playtime		
2nd Lesson		
Lunchtime		
3rd Lesson		
Afternoon Playtime		
4th Lesson		
Storytime/ Handtime		
TOTAL:	-	
	10	