



## BEHAVIOUR POLICY

### AIMS AND OBJECTIVES

The aims and objectives of our Behaviour Policy reflect and support the Beech Hyde Primary School and Nursery Mission Statement and Aims.

1. To encourage a calm, purposeful and happy learning environment.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent approach for promoting positive behaviour throughout the school.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if they occur.

### PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

#### Responsibilities of Children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To respond appropriately to the instructions of staff and other adults working in school.
4. To take care of property and the environment in and around school.
5. To cooperate with children and adults in all aspects of school life.
6. To help formulate and comply with the classroom rules.
7. To move sensibly and quietly in and around school.
8. To share in celebrating the achievements of all members of the school community.

#### Responsibilities of Staff

1. To fully comply with the school's policies and procedures.
2. To attend appropriate training.
3. To inform the Headteacher of any concerns using CPOMS to log such concerns.
4. To treat all children fairly and with respect.
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
6. To maintain high expectations of pupil behaviour and learning.
7. To provide an interesting, relevant and challenging curriculum.
8. To create a safe, stimulating and pleasant environment for learning.
9. To use rules and sanctions clearly and consistently.

10. To be a good role model for behaviour.
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim.
12. To recognise each child as an individual and to take into account the needs of each child.
13. To praise and reward appropriate behaviour and achievements.
14. To log incidents using CPOMS.

#### Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school.
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children.
7. To establish good communication with school staff and support the behaviour policy.
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
9. To work with school staff to address and review any behaviour issues with their children.

#### Responsibilities of Governors

1. To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
5. To ensure that staff undertake appropriate behaviour management training.
6. To nominate a Governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher.
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

## GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

Our school believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our school has adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

### Powers to Discipline:

"Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances."

"Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can also decide to suspend or to permanently exclude a pupil."

### Searching Pupils:

"School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items."

### Use of Reasonable Force:

"All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom."

### Exclusion:

"The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community."

## SCHOOL TRAINING AND STAFF INDUCTION

At Beech Hyde, we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the school's aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff and the Governing Body. The Department for Education expects that "every teacher will be good at managing and improving children's behaviour" (April 2011) and our school maintains the same high expectations.

To support the encouragement of good behaviour and discipline in our school, all staff receive appropriate and relevant training in behaviour management. All staff, including Lunchtime Supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems.

Any new members of staff will receive training in the school's behaviour policy and procedures as part of their induction.

## RELATED SCHOOL POLICIES

The Behaviour Policy is one of the essential Safeguarding Policies of the school.

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

*Safeguarding Children and Safer Recruitment in Education DfES 2007*

The following school policies are related to the Behaviour Policy:

- Child Protection Policy
- Health and Safety Policy
- Anti-Bullying Policy
- E-safety Policy
- Admissions Policy
- Special Educational Needs Policy

## THE BEHAVIOUR PROCEDURE

We celebrate good work, good behaviour, good attitudes and individual effort. We encourage children to always try their best and we encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

### Rewarding Good Behaviour

Reward systems are in place across the school- these differ operationally depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback
- Written feedback in children's workbooks
- House Points/stars which equate to Bronze, Silver, Gold and Platinum Achievement Certificates
- Hazelton Cup awarded for outstanding efforts in Sharing Assemblies

- Stickers
- Verbal and written messages home to parents
- Visiting the Headteacher with 'good work' and good news
- 'Treat' times- collective awards that whole classes can earn

### House Points

Children from Reception work independently towards achieving their house point certificates throughout the school year, points are recorded on a wall chart. Children earn house points (or House Point stars for KS2) for good work, effort, etc. and these are recorded in their house point books. When a child has achieved 5 house points they receive a Bronze certificate, 15 - Silver Certificate, 25 - Gold Certificate and 40 - Platinum Certificate. In Key Stage 1 the house points are recorded by the teachers and in Key Stage 2 the children record the points themselves.

### Addressing Inappropriate Behaviour

In Nursery class they use a 'Thinking Circle' as a way of providing time-out for children to reflect on their actions. In Reception class they use a system whereby all children begin on the sun, if they behave well or make a good effort in their learning they move to the stars. If they behave inappropriately they move to the cloud.

Every class and all staff in Key Stage 1 and 2 use the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used to record inappropriate behaviour in the classroom, assembly, outdoor environment, at playtimes or lunchtimes. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements.

The 'upside down' traffic lights are displayed in each classroom:

Every child's name will start each day in the green section of the traffic lights.

Alongside the traffic lights are descriptions of behaviours (See Appendix II):

Green- Expected behaviours

Amber- Behaviours that would cause your name to be moved into this section

Red- Behaviours that would cause your name to be moved into this section



### Procedure:

- It is expected that the majority of children for the majority of the time will keep their name in the green traffic light.
- If a child misbehaves a staff member will initially 'warn' the child, e.g. verbal warning, non-verbal communication (frowning). They will indicate what behaviour they are unhappy with and outline the consequence of continuing with this behaviour.
- If the inappropriate behaviour continues a final warning will be given.
- If the child continues to misbehave, the adult will move the child's name down to the amber traffic light.
- If the child persists in this same inappropriate behaviour, their name will be moved to the red traffic light.
- If a child continues to persist with the inappropriate behaviour they will be asked to leave the classroom and to speak to the Headteacher or the Deputy Headteacher in her absence.

- The Headteacher will consider the nature and circumstances of the inappropriate behaviour and will make a decision regarding whether the pupil can return to the classroom or will have to work in isolation.
- Swearing, physical assault (deliberate kicking, punching, hitting, etc) or damaging property will not be tolerated. (See Appendix I) Any of these behaviours will result in a pupil moving immediately to the red traffic light and discussing their behaviour with the Headteacher.
- Pupils who have had their names moved to the amber or red traffic lights can work their way back up the traffic light system to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back up to the next traffic light.
- Classteachers record the names of any pupils whose names are in the red section of the traffic lights.
- Lunchtime staff concerns are logged as appropriate on CPOMS by the classteacher of the pupils involved.

#### Incidents of a Serious Nature

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

#### Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

## APPENDIX 1

### Green Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having the correct equipment to work
- Looking after school equipment
- Keeping the classroom tidy
- Using manners

### Amber Behaviours

- Continued low-level disruption/ inappropriate behaviour
- Being distracted and distracting others
- Talking when other people are talking
- Not following instructions
- Saying unkind things
- Being rude and answering back
- Not looking after school equipment

### Red Behaviours

- Persistent Amber behaviours
- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property