

BYLEY PRIMARY SCHOOL

BEHAVIOUR POLICY

**Approved by the Governing Body: Jan 2017
Review Date: Feb 2020**

School should be a safe, secure environment where each child feels valued, respected and able to achieve his/her full potential in a calm and safe atmosphere. Every child should feel that their contribution to the life of the school is valued. Our school is a family community where we show care and trust for each other.

We believe that good behaviour stems from a positive self-image, which helps to promote self-discipline, independence and consideration for others. This policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. To help children grow to become positive, responsible and increasingly independent members of the school and wider community.

Positive social behaviour needs to be consistently taught by all members of staff, making expectations clear and ensuring children have a clear understanding of what is expected of them. We advocate a whole-school approach when meeting the needs of our pupils, whilst recognising that each child has different needs, interests, strengths and weaknesses.

Aims:

- To create a positive learning environment for all children where they feel secure and fulfilled
- To develop respect, empathy and consideration for others
- To promote and encourage confidence and self-esteem
- To provide good role models and to have high expectations of behaviour
- To set high standards of acceptable behaviour which are consistent and fair
- To celebrate and reinforce positive behaviour
- To encourage a sense of ownership and responsibility for the school as a whole
- To encourage good behaviour by providing differentiated and appropriate learning so that all children can achieve

A calm and organised atmosphere in school is an aid to good discipline and positive behaviour. Children respond well to positive comments and rewards, and systems are in operation in school to recognise and reward good behaviour. Outstanding school behaviour needs to be taught and supported; praise can structure and reinforce this. The following strategies / sanctions are used by teaching staff to encourage the development of greater self-esteem, and to develop children's willingness to adopt and develop socially acceptable behaviour.

Rules of behaviour are discussed with all the children regularly.

Strategies:

- Class Rules – whole-school rules which are displayed in each classroom
 - I will follow instructions straight away
 - I will use kind words and actions
 - I will put up my hand to speak
 - I will keep my hands and feet to myself
 - I will look after school equipment and property
- PSHE curriculum

- Whole-school assemblies and/or P4C with KS2 focused on issues relevant to the children at that time

Rewards

- Each child in school is in one of our four houses – Fir, Beech, Ash, Elm; siblings are in the same house. Team points are awarded for work or behaviour – including following school behaviour rules. During the week, a tally of team points is kept in each classroom. These are collated across the school at the end of each week by Year 6 pupils and the lead team is announced in our Celebration Assembly each Friday morning. The winning team each half-term, have a non-uniform day and the House Cup shows their House ribbons
- Children's names are included in our Special Book and these are also shared in the Celebration Assembly, reinforcing examples of good behaviour and attitude to work. The children take home an award, following this assembly

Sanctions

It is essential that all staff are seen to act against bad behaviour. However, it is also important that they do not over-react and that things are kept in proportion. Often it is enough to talk through a situation with a child but no child should be able to feel that unacceptable behaviour will be tolerated. Mid-Day Assistants report to class teachers or the Head teacher when there is cause, either during or after the lunchtime break. Individual circumstances must be considered and taken into account when a sanction is decided upon. Serious matters should always be reported to the Head teacher and other staff kept in the picture.

The school operates a Traffic Light System (Red, Amber, and Green). The system works as follows:

All children start the morning and the afternoon on Green.

First misdemeanour – Verbal warning

Second – Move within classroom and move to Amber

Third – Move to Red. Child is sent to Head teacher who will telephone home

Additional Behavioural Needs

There may be instances where a child displays certain behaviours which are concerning and unresponsive to effective teaching strategies and the usual rewards and sanctions. Children who display consistently difficult behaviour can be put on an Individual Behaviour Plan (IBP).

A meeting will be called when the following behaviours will be discussed:

- Types of behaviour demonstrated by the child throughout their school life
- The child's reactions to rewards/sanctions given
- The child's behaviour at playtimes/lunchtimes and if there is any discrepancy with class behaviour
- Parental comments about behaviour at home, own concerns or rewards/sanctions that they find effective
- Any strengths or interests which could be used to motivate the child

- Outside agencies which may be able to provide advice, support or help for the child and/or class teacher

Following this meeting the class teacher can write an IBP for the child. This highlights specific areas in which the child needs extra support.

These targets must be clear and realistic so the child can achieve success. The child and their parents will be informed of targets and success criteria.

In cases of sustained difficult behaviour, the LA's Behaviour Support team, the school nurse or Educational Psychologist may become involved. In extreme circumstances, the Head teacher / Governors may have to exclude a child.

Staff will try to make sure that:

- A fair distinction is made between serious and more minor offences
- Action by staff will be taken firmly and promptly
- Reasoning and discussions are an important follow up to any offence because it is important for children to understand why their behaviour is wrong
- The school incorporates practices of Restorative Justice, where children can reflect upon and discuss the consequences of their actions with others
- Staff accept that there is a distinction between bullying and teasing but teasing can lead to bullying if it is not stopped. Bullying is not acceptable and will be dealt with accordingly as outlined in the School's Anti-Bullying Policy
- Intolerance shown towards anyone on the grounds of race or belief will be strongly discouraged as outlined in the School's Racial Equality Policy

Lunch Times

Between 12:00 noon and 1:15pm, Mid-Day Assistants (MDA) are responsible for the care and supervision of pupils. The Head teacher/Lead teacher is responsible for supporting the MDA during lunchtime and is to be used as a point of contact. The MDA will report back at the end of lunchtime, any issues.

- We promote that positive re-enforcement of good behaviour is more effective than punishments
- The encouragement of good behaviour, which is more effective than punishment. Staff should therefore praise children who behave politely, kindly, sensibly etc.
- Children should be listened to and spoken to calmly

Monitoring:

- General levels of behaviour in school will be regularly monitored through observation and discussions with all teachers
- Appropriate action will be taken to address concerns
- Parent surveys include opportunities for parents to feedback their views on behaviour and bullying in school
- Observations/reports of bullying are recorded in the 'Blue Book' and shared with Governors at each Governor meeting
- Behaviour procedures and policies will be reviewed as necessary