

Busill Jones Primary School



Behaviour Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are an inclusive school, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We promote good behaviour by:

- Teaching pupils how to solve their own problems through discussion, so that they learn how to think things through and talk together until they reach an agreement or compromise.
- Supporting pupils to develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their actions.
- Speaking assertively to pupils who are being disruptive, using language, which is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

The school has a number of class and school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and value the rules. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and consequences

We praise and reward children for good behaviour in a variety of ways:

- Facial expressions e.g. smile.
- Makaton signing.
- Verbal Praise.
- Public approval - sharing the child's good behaviour with the class.
- Stickers.
- Work is put on display as a positive example.
- Child is sent to another member of staff for praise.
- Parents are informed at the end of the day and/or by sending a note home.
- Name and good behaviour is rewarded with a certificate and presented in the whole school Assembly.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Facial examples e.g. Frown
- Makaton signing
- Verbal warning asking the child to choose better behaviour
- Child is moved to an alternative seat
- Part of playtime is missed.
- Sent to another teacher
- Parents are informed by the teacher, informally

The child is sent to member of the SLT or the Head teacher to consider further action which could include: parental involvement, behaviour tracking, fixed term exclusions, involvement of SENCO. It is important that children learn that their negative actions have an impact on themselves and others, therefore, should misbehaviour occur, the above agreed consequences will be put into place to ensure consistency and encourage the child to take responsibility for their own behaviour, thus promoting the positive behaviour of all and ensuring that effective teaching and learning takes place.

The order of consequences should be used as follows:

Low Behaviours:

- Distracting others
- Inappropriate language
e.g unkind comments,
- Talking at inappropriate times.

Consequences:

Frown
Makaton signing
Rule reminder (Verbal warning)
Second Verbal warning
Warning card given
Child removed to
alternative seat away from
others.

Medium Behaviours:

- Shouting out
- Responding negatively
towards other children
- Responding negatively
when challenged
- Disrespect for other
people's property

Consequences:

Frown
Makaton signing
Rule reminder (Verbal warning)
Second verbal warning
Warning card given
Alternative seat
Rule Reminder
Sent to alternative class for an
hour.
Consequence card
Loss of playtime
Speak to parent

High Behaviours:

- Verbal aggression towards
others
- Physical destruction
- Physical aggression
towards others

Consequences:

Rule reminder (Verbal warning)
Warning card
Final Verbal warning
Consequence card
Remove from class
SLT involvement

Three consequence cards in a week results in a red letter being sent home informing parents of their child's behaviour in school. (See appendix 3) We expect that the parent would sign the letter, return it to school and contact their child's class teacher to discuss the behaviour. Exemplary behaviour results in receiving a reward from the silver privilege box.

Exclusions

Internal exclusion - The child may be placed in an alternative class for the duration of a day, where they have no contact with their class and they do not participate in playtime.

Temporary exclusion - Up to 45 days

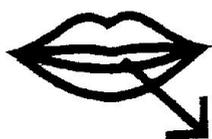
Permanent exclusion

The staff, head and governors at Busill Jones Primary School view exclusion as a last resort action for extreme cases of inappropriate behaviour.

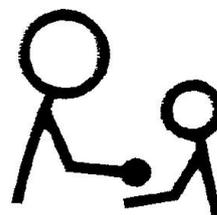
Expectations of Behaviour

The class teacher discusses the class/school rules with each class at the beginning of each new term. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class during 'circle time'.

We use the following Makaton signs throughout the school to promote good behaviour:



good talking



good sharing



good sitting

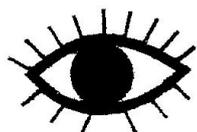


good waiting



good thinking

Makaton Signs for
the Behavior policy.



good looking



good listening

The Good to be Green Behaviour Scheme is being used to promote good behaviour. (See appendix one) This is a consistent, fair approach to discipline and runs throughout the School. In the Nursery the Sunshine approach (Appendix 2) is more appropriate and in Reception a mixture of the two to ensure good transition.

If a child misbehaves repeatedly, we may choose to isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher reports the incident to the SLT and the incident is recorded and the child counselled. (See our Anti-bullying Policy.) If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All allegations of bullying are investigated thoroughly.

All members of our staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

Position Statement on Staying safe and the Use of Reasonable Force:

On rare occasions we may find at Busill Jones Primary School that staff are required to exercise their Duty of Care beyond normal everyday situations, in response to an incident of one of our children engaging in dangerous behaviour where their own safety and wellbeing, and that of other children and staff, is being compromised. This Duty of Care is owed by all staff towards all children.

The law allows staff of this school to use reasonable force to keep a child safe from their own behaviour or protect others who may be at risk. Staff are also able to intervene where behaviour is seriously compromising the good order of the school; either in class or around school. In addition, where significant damage is being, or likely to be, committed to property. These powers are extended to such events as educational trips. The Head can also authorise occasional staff where necessary.

As a school it is our intention to inform parents/guardians as soon as possible after any occasion on which reasonable force has been used to manage their son/daughter. Only in exceptional circumstances would this not happen.

With children that present known or foreseeable risks, we would ask that parents/guardians support us in drawing up and signing off a Risk Assessment that identifies the hazards and whether the use of Force may be needed as part of a wider range of measures to support the student and control the risks presented.

Children, Parents/ Carers have access to a complaints procedure if they are concerned about any aspect of the discharge of these duties in respect of their child. In the first instance this would normally be addressed to the Head teacher and thereafter the Governing Body.

Latest Guidance: 'Use of Reasonable Force', (April 2012/July 2013) The Department for Education.

The role of parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

It is vital that parents support their child's learning and co-operate with the school, as agreed with parents on entry. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

School is able to support parents and families in setting clear and consistent behaviour boundaries in the home through our family support workers and parental support advisors.

If the school has to use reasonable sanctions to punish a child for unacceptable behaviour, parents should support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and ultimately the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Appendix one

KS1 & 2 It's Good to be Green Behaviour System

This is a positive behaviour system built on praise and rewards. Throughout the day appropriate behaviour will be noticed and praised.

The Chart

The chart should be clearly displayed in each classroom and positioned so that the children in the class are able to reach their name easily.

Expectations

A clear expectation of good behaviour is taught at the beginning of each half term with reminders at the beginning of each week:

- Discuss the need for rules
- Teach the rules
- Check the children's understanding of the rules
- Explain the 'It's Good to be Green' system
- Check the children's understanding of the system

Our Rules

Children learn best in an environment where they feel safe and secure. If a boundary or consequence is not applied fairly and consistently, it may cease to have any impact. Rules will be on display in the classroom and around the school. Catching a child 'being good' will be valuable in reinforcing the differences between positive and negative behaviours.

The system

Everyday the children begin with a 'Good to be green frog' card. When good/appropriate behaviour is observed immediate praise will be given. If a child disrupts the class a reminder of the rule will be given. If the child disrupts the class again the child will be given a warning card and reminded that further disruption will lead to a consequence card. The child will be asked to put the warning card over the 'Good to be green frog' card. If disruption occurs again a consequence card is issued and a consequence given. This should be recorded in a book. Three consequence cards in one week leads to a red letter home to parents. At the end of the day all warning/consequence cards will be removed to ensure a fresh start the next morning.

Any child who has shown exemplary behaviour during the week is given a privilege card which earns them a reward.

Appendix two

Nursery Sunshine System

The Chart

A very large Golden Sun takes pride of place in the Nursery. A very small cloud sits at the side of it.

Expectations

A clear expectation of good behaviour is taught at the beginning of each half term with reminders throughout the day of what good behaviour looks like. Clear expectations of good behaviour are taught each time new children join the Nursery.

- Discuss the need for rules
- Teach the rules
- Check the children's understanding of the rules
- Explain the 'Golden Sunshine' system
- Check the children's understanding of the system

The system

Everyday the children's photograph is placed on the large Golden sun. Good behaviour is looked for and pointed out to others throughout the day. If a child disrupts the class a reminder of the rule will be given. If the child continues to disrupt the class a reminder of the rule is given and a warning that their picture will be put onto the cloud unless the desired behaviour has returned. If the child continues to be disruptive the child's picture is put onto the cloud and only returned to the Golden Sun when the desired behaviour has returned.

At the end of the session the children receive Golden time which is a special outside activity or special treat. Children who have been on the cloud have less time than the others to participate in the activity and are told the reason why.

Appendix three

Red letter

Date.....

Name.....

I am sorry to inform you that your child has received three consequence cards this week for unacceptable behaviour.

Please speak to your child about this.

Please sign and return this slip to your child's teacher

.....Date.....