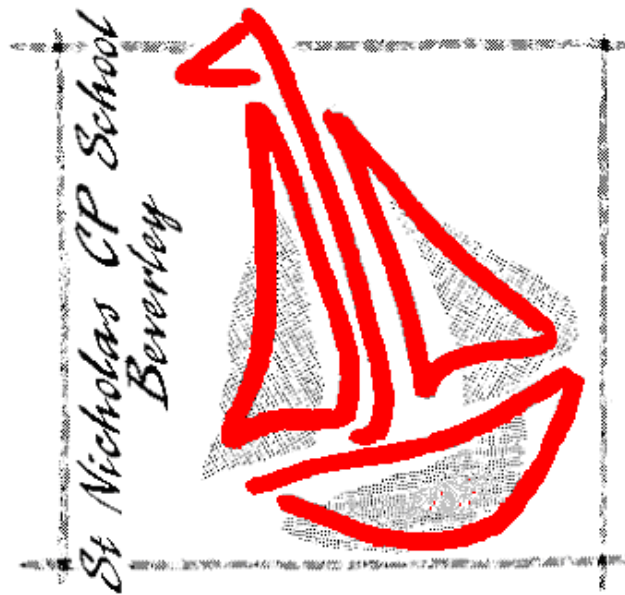


# Beverley St Nicholas Primary School



## Behaviour Policy

Reviewed May 2009

## **SCHOOL VISION STATEMENT**

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve his/her full potential.

### **OUR AIMS ARE :**

- To provide a happy, caring and stimulating environment where quality relationships are important and each individual is valued and respected
- To enable everyone to experience success and help pupils develop lively, enquiring, imaginative and creative minds and reach their full potential
- To prepare children for the challenges and opportunities of adulthood in a changing world
- To provide an exciting, broad, balanced and relevant curriculum appropriate for individual needs
- To fulfil potential in all areas of school life
- To work together in partnership with parents so that they are fully informed and involved in their children's education

## **INCLUSION STATEMENT**

Beverley St Nicholas Primary School is committed to creating a school in which the teaching and learning, achievements, attitudes and well being of every member of the school matter. We seek to create opportunities for all children to achieve their very best in terms of academic attainments and personal attainments. We aim to make the curriculum accessible to all in a stimulating learning environment in which success is celebrated in all areas. We strive to make everyone feel welcome. We endeavour to work with parents and members of the community to create a supportive environment for learning.

## **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations which encourages and reinforces good behaviour;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- define acceptable standards of behaviour;
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline and positive relationships
- encourage the involvement of both home and school in the implementation of this policy.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative.

Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **How will we achieve our aims?**

Pupils, parents/guardians and staff all take collective responsibility for the promoting of positive behaviour.

#### **Pupils**

- Pupils are involved in the setting of school and classroom rules in order that they have ownership of them (see appendix 1 for Code of Conduct)
- Good behaviour and politeness is encouraged and promoted
- Pupils will follow the Code of Conduct and take part in making decisions based on these rules
- Pupils are encouraged to work co-operatively with each other and with staff
- Pupils are encouraged to have high expectations of themselves and others
- Pupils are actively taught the rules, the rewards of abiding by them and the consequences of breaking them

## **Parents/Guardians**

- Parents, guardians and visitors to the school will feel valued, safe and secure
- Parents/guardians are encouraged to support and participate in the life of the school, and are actively encouraged to be partners in their children's learning

## **Staff**

- Staff actively establish positive relationships with pupils and parents
- Staff identify strongly with the school, and are proud to be part of it
- Staff have high expectations of pupils' achievement, attendance and behaviour
- Staff use praise to motivate pupils and praise permeates all aspects of school life
- Staff treat pupils and parents/guardians equally, with respect, and in a fair and just manner

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

The rewarding of merit points and the celebration of effort in class and assemblies are ways of encouraging children to work to their full potential. The approach should be used to encourage good behaviour, and to ensure high levels of motivation. It can be particularly useful in helping to modify poor patterns of behaviour, and for lifting self-esteem. It is also a means by which we can reward pupils in a more consistent manner.

The merit point system requires that each class teacher maintains a chart or book so that points can be added up. Merit points should be awarded at your discretion. The following is a list of some things that merit points could be awarded for.

- Trying hard with learning
- Reinforcing good attendance patterns
- Good behaviour or improved behaviour
- Helpfulness
- Showing initiative
- Politeness
- Conforming to the Code of Conduct

20 merit points will earn pupils a certificate which will be presented in the good work assembly. 5 certificates will earn a 'super award' (special certificate and prize). Pupils will be able to accumulate merit points over the course of the school year. Merit points will be taken up with children, to their next class each new school year.

Once merit points are awarded they cannot be taken away. Class teachers need to keep a careful watch on how children are accumulating points to ensure children are not lagging behind. We want all children to feel successful.

Forms of praise used:

- Verbal praise, and written comments on work
- Merits and stickers
- Visit to the Headteacher/Deputy/SMT
- Class parties/rewards
- Table points
- Pebbles in the jar

### ***Strategies to promote good behaviour***

These strategies are a result of discussions in staff meetings, and with the children. To promote good behaviour, staff should

- Hold frequent assemblies on behaviour
  - Encourage the use of playtime games
  - Teach anti-bullying strategies (see anti-bullying policy)
  - Follow Individual Behaviour Plans for specific children
  - Encourage children to look after property, e.g. customise their own sandshoes
  - Appoint adult mentors/counsellors for vulnerable children
  - Train children to be 'playtime pals', who will monitor playtime behaviour
- Teach them to arbitrate

## ***Consequences***

For low level disruption, action is usually taken by the class teacher. For on-going low level disruption, the matter would be referred to the Key Stage co-ordinator or a member of the SLT.

For more serious behaviour, e.g. bullying (see anti-bullying policy for definition), violence, aggression and swearing, this should be automatically dealt with by a member of the SLT. If this behaviour is on going, the matter should be referred to the Head/Deputy, and parents will be informed.

Each Key Stage co-ordinator will have a 'behaviour book', for consistently inappropriate behaviour, or more serious incidents. Staff should fill in the behaviour book in front of the child, explaining why they have been put in there.

Consequences of not following the Code of Conduct:

1. Warning
2. Time out chair (infants)  
Sent to another classroom(juniors)
3. Five minutes in school at playtime
4. Name in behaviour book
5. Letter sent home if name appears twice in the behaviour book in one week (or see parent). Child is also involved in a circle time activity on Friday afternoon to discuss his/her behaviour.
6. Child sent to see member of leadership team/Deputy Head.

### ***Repeated poor behaviour***

In serious instances the above procedure will be bypassed and the child reported directly to the head. Serious would include violent behaviour, extreme rudeness in school, swearing at a teacher or directly in front of the teacher, stealing, any other dangerous behaviour. Parents will be called into school immediately. A short term exclusion from school will be considered in these circumstances.

Good quality pupil supervision obviously contributes to good behaviour. The following is therefore very important:

- Children should not be allowed to remain in classrooms without teacher supervision
- Teachers are responsible for ensuring that their children are supervised in corridors and cloakroom areas
- Staff on playground duty should be in position as quickly as possible

Children who are identified as 'refusers' are placed on a yellow card system. If a child refused to do as he/she has been asked by an adult, the adult then shows the child the yellow card. The child is then asked again. If the child then follows the request, no further action is taken. However, if the child refuses again he/she has made a choice to stay inside for three playtimes writing about their behaviour.

### **School Behaviour - Lunch time**

The school operates a behaviour policy which is based on positive rewards for good behaviour. The school's policy is based on the belief that children respond to praise and encouragement. Examples of good behaviour which may be rewarded are initiative, politeness, being caring to others, etc. The dinner supervisors should actively promote this good behaviour by rewarding children with verbal praise or stickers or Gafa award (Good and Friendly Award)

For behaviour that is unacceptable a behaviour book is to be kept. Incidents similar in nature to the following will result in children's names being written in the book:

- Going into school without permission
- Leaving the school premises without permission
- Violent behaviour
- Inappropriate language (which is actually heard by a lunch time supervisor) to another child or adult
- Inappropriate behaviour e.g. spitting, stone throwing
- Not doing as he/she has been told by an adult
- Inappropriate/unacceptable behaviour in the dining hall

The entry in the book should be dated. If a child's name is written in the book he/she should spend fifteen minutes walking round with one of the lunch time staff or some other sanction e.g. standing out at the wall.

If a child's name goes in the book twice in one week parents will be contacted by letter and informed of the consequences of unacceptable behaviour. The Senior Supervisor should organise the sending of the first letter. A further entry in the book will result in another letter being sent home. This letter will be from the Head and will invite parents into school to discuss the behaviour. Strategies will be put into place to avoid a recurrence but it will be made clear that a further entry in the book will result in the pupil being unable to stay in school over the lunch break for a period of one week.

The above is aimed at providing a procedure for dealing with unacceptable behaviour at lunch time. It will only be successful if it is used sparingly. It is important that children never have their names written in the book on the say so of other children.

For an offence to go in the book it must have been witnessed by a supervisor.

It is important to be totally fair and listen to both sides of the story - in most cases it is six of one and half a dozen of the other. Think very carefully about whether the incident really warrants your intervention or is it something the children should sort out

for themselves. Don't spend too much time trying to get to the bottom of the incident - in many cases you will never get there. Use the behaviour book and time out sanctions. Short and sweet may be more effective than over the top telling off.

The golden rule is not to lose your temper. Be firm but don't under any circumstances shout as it doesn't achieve anything. If you are calm it is a far more effective deterrent and the calmness does rub off on the children. Try to diffuse the situation.

A calm quiet atmosphere in the dining hall will go a long way to setting the tone of the lunch time break. It is important to set a good example e.g. by not shouting unnecessarily across the dining hall. Sometimes a quiet word in a child's ear is far more effective.

Children who are occupied are always far better behaved than those who have nothing to do. It is much better to organise games and activities - football, netball, skipping, etc. younger children particularly enjoy you joining in with them.

At the end of dinnertime the children should be able to resume school without the events of the lunch break spilling over into the afternoon. Unless something really serious has happened it is important that teachers should be able to start teaching promptly at the start of the afternoon session.

Obviously the above procedure will need to be bypassed in very serious incidents. However, it is hoped that it will fit in with the whole school behaviour policy which has been designed to provide a series of sanctions with the Head being involved at the more serious levels. The children need to realise that being referred to the Head for unacceptable behaviour is a very serious offence. Therefore it is important that relatively trivial incidents do not result in the Head being involved.

This policy is a working document and will be open to change and restructuring as and when the need arises.

Reviewed May 2009

### **Code of Conduct – Key Stage One**

1. Always do as we are asked by adults working in our school
2. We will be caring and polite to others
3. We will use a quiet voice in the classroom and listen to others when they are speaking
4. We will look after equipment in the school and help to keep the school tidy
5. We will walk carefully inside the school
6. We will work hard and always try our best

## **Code of Conduct – Key Stage Two**

1. We will always do as we are asked by adults working in our school
2. We will be polite to everyone and caring of others at all times
3. We will make it easy for everyone to learn and for the teacher to teach
4. We will take care of the school, its belongings, other people's belongings and their work
5. We will remember to listen to others when they are speaking and wait for our turn to talk