



Behaviour Policy

DATE: Autumn 2022

Brierley Primary School



Little Bears @ Brierley

BEHAVIOUR POLICY

Nurture, Aspire, Believe, Achieve

INTRODUCTION

This school aims:

- To foster caring and sensitive attitudes ensuring that each individual feels confident, secure, valued, and respected by others.
- To provide a broad, varied, and well-balanced curriculum which nurtures and develops the potential of each child.
- To create a stimulating environment which encourages enthusiasm for learning and promotes an expectation of high standards.
- To develop a successful partnership between home, school and the wider community.

The four statements above come from our school aims. It is appropriate that we begin with them because they are central to the way we expect everyone to act, both adults and children. The behaviour policy sets out: values we hold as important; the role of staff and parents; a list of our 'Golden Rules' and ways in which we will encourage and reward good behaviour and discourage bad behaviour.

We recognize the importance of a positive approach to the behaviour of children in school. We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.

SCHOOL VALUES STATEMENT

We believe that emphasizing positive behaviour in school tends to marginalize bad behaviour and decrease the number of misdemeanours. A well-managed, orderly environment in school will encourage children to react in a positive caring way.

The values our school hold are as follows.

That everyone is expected to:

- tell the truth
- respect the rights and property of others
- value the differences in each other
- treat others as they would wish to be treated
- take personal responsibility for their actions
- be self-disciplined.

Our school will not accept:

- bullying
- racism
- extremism
- cruelty
- fighting or violent play
- vandalism
- cheating
- or any form of rudeness or insolence.

To avoid misunderstanding, we would define some of these terms as follows:

"Bullying" is the persistent direct or indirect physical, verbal or emotional dominance of one pupil by another or a group of others.

"Vandalism" is the deliberate defacement or damage of any property, be it school's or personal.

BULLYING

We are conscious of the pain and distress which can be caused by all types of bullying.

Occasionally children keep this pain to themselves which means that staff are not able to deal with it. We rely on parents and children to inform us of any instances of bullying so that it can be dealt with swiftly for the benefit of the victim and perpetrator.

As stated earlier, bullying of any sort is not acceptable in this school.

ROLES

Role of Staff

Staff will undertake to:

- create a calm and purposeful classroom atmosphere
- be well organised
- be constructive and positive, rewarding good behaviour
- be specific about what is expected and what is unacceptable
- deal fairly but effectively with bad behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- inform parents of any problems where appropriate
- set an example to the children in all matters.

Role of Parents

Parents should undertake to:

- ensure that pupils arrive at school on time and suitably clothed
- ensure that pupils are collected from school at the appropriate time
- support the school's rules, values and general ethos
- show as much interest in their child's education as is realistically possible
- inform the school of any concerns or grievances they may have.

ENCOURAGING GOOD BEHAVIOUR

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour but schools do not work in isolation. The DfE Report *Ensuring Good Behaviour in Schools*, 2014 www.education.gov.uk highlights a number of key expectations:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and Head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards:

1. Praise

As a general rule, adults should try to give about three times as much praise as censure. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. The question we should ask ourselves should be, does our praise identify the nature of the good behaviour and reward the pupil usefully for his/her achievement. For example, "I like the way you". The idea of what is appropriate school behaviour is not automatically learned and we must help to show children what is satisfactory.

2. Rewards

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. Far from wanting to catch children doing wrong, we want to catch them performing well and reward them appropriately. We are always striving to increase children's self-esteem and make them want to do the right thing. Good behaviour and work is rewarded in many different ways taking account of the age of the child. Rewards may include some of the following: praise within the class, informal talks to parents; public commendations (in assembly

for example); prominent displays of children's work; taking work to show another teacher or the Head teacher.

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle.

In this school we have a number of reward systems. These are as follows:

- **Child of the Week**

A child is chosen from each class who has done something of particular note during the week. They receive a certificate in reward assembly to take home.

- **Faces**

Each class has a faces traffic light system. Each child has a named peg and starts the week on the green face. If the child has done some exceptional work or deed the child may be put on the golden face.

- **Visit to Another Classroom**

The child may be sent to another member of staff/class to present their work.

- **A Postcard Home**

Children may receive a 'good news from school' postcard.

- **Dojos**

Each child belongs to a 'house'. The teacher and Head teacher reward children with Dojos for good teamwork, working hard, good attitude and kindness. The Dojos are added using the online Dojo website where a character for each child is displayed along with their current number of Dojos. At the end of each week, the Dojos are added up and the totals for each house are announced at the beginning of the following week. The top scoring child for each house is also announced at the beginning of the following week where totals are then reset to zero ready for the week ahead.

- **Golden Time**

If the child is on the green face at the end of the week, they will have golden time in the classroom.

If the child has managed to get on the golden face at the end of the week, they will have the opportunity to have the choice to complete an additional activity set up for children who are on the golden face.

SCHOOL 'GOLDEN' RULES

The school has four school rules which were decided upon by the children.

These are displayed in every classroom.

I am responsible for my own behaviour and learning.

I will respect myself, others and property with my words and actions.

I will listen, think and act responsibly.

I will always do my best.

MISDEMEANOURS

We recognise that there will be occasions when there will be problems of behaviour, for many reasons. We should try always to understand the reasons for the misbehaviour, so that we can deal with it most effectively. When dealing with problems, it is important always to label the behaviour and not the child, (e.g. say 'That is not the right sort of behaviour' or 'I know that you know how to behave,' rather than 'You are a naughty boy/girl').

It is important to have a consistent policy for dealing with more challenging behaviour, while for some children who have difficulty with finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time. In some cases a non-verbal signal (e.g. a look or frown) may be sufficient, a visual prompt or a verbal rebuke. If it seems that there is a problem then the adult dealing with it should ask the child what he/she is doing, establish if it is against the rules and, if it is, then try to work out with the child how the problem is to be resolved. For instance, it may be possible for the 'wrongdoer' to make immediate reparation to the injured party. This may be

sufficient in itself; it may however be necessary to invoke some sort of sanction. Some behaviour may lead to loss of golden time.

UNACCEPTABLE BEHAVIOUR

There is no place for *violence, defiance, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language* in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type. Notes about serious misbehaviour are logged. Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the wrongdoer to take a more positive role within the school.

With the agreement of the Governing Body the Head teacher reserves the right to screen and search pupils to ensure that no items which are banned by the school, have been brought onto the school premises.

If a child repeatedly misses Golden Time then the teacher will discuss the child's behaviour with parents/carers and the Senior Leadership Team. If improvement in behaviour has not taken place, the SENCO would consider putting the child on a Special Educational Needs Plan with targets linked to behaviour.

Only in extreme circumstances would the child be excluded from school for a fixed term or permanently. It is stressed that this is a very last resort when other avenues have all been explored and/or the behaviour is of such an extreme nature that exclusion is the only reasonable response. The school follows the Cheshire East LA guidelines for exclusions. Where exclusion does occur, parents will be asked to attend a return to school interview at which strategies and future actions will be agreed by the school, child, parents and/or carers.

Where a child has an EHCP or is a Cared For Child and there is a risk of permanent exclusion or a series of fixed term exclusions, an interim review meeting will be called to review provision.

Incidents of bullying and of a racial nature are considered very serious and the appropriate policy will be adhered to.

SANCTIONS

We believe that it is important to make clear that bad behaviour is unacceptable. Pupils should learn to expect fair and consistently applied sanctions when deserved.

For offences the following sanctions may be appropriate:


- a quiet word by the teacher
- removal of certain privileges for a specified time
- loss of playtime.

For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers.

In each classroom we have a traffic light face system; children begin the week on the green face.

Behaviour steps using the traffic light faces system:

1	If a child's behaviour causes concern, they will be given a reminder on how we behave at school, "Please make the right choice."
2	If a child continues to misbehave in a certain way, despite being given a reminder, their peg will be moved onto the yellow face. Child's peg moves onto 5 minutes.
3	If the behaviour continues, they will be spoken to by another teaching member of staff from a different classroom. Their peg will move to 10 minutes.
4	If the child's behaviour continues, the child will be spoken to by a member of the Senior Leadership Team and sanctions such as loss of play time or working in another part of the school may be put in place. The child's peg will move to 15 minutes.
5	In extreme cases where the child has received several reminders about their behaviour or the child demonstrates uncontrolled behaviour, they will be sent to the Head teacher and their peg will move onto the red face. Consequences will be discussed with the child and the child's parents.

 For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers. A tougher stance will be directly taken by SLT should a child refuse to accept a consequence or repeat an offence.

The Head teacher in consultation with the SENCO and class teacher will put strategies in place to effectively deal with inappropriate behaviour. These will be discussed with parents. Repeated incidences of inappropriate behaviour will be recorded on a child's individual behaviour log so that the school may take note of any patterns or triggers that may help us to work with the child to improve their behaviour.

In circumstances where the child is not responding to the systems put in place and is repeatedly not abiding by the school rules the Head teacher retains the power to exclude a pupil from the school. This is in line with sections 6 and 7 of the Education Act 1997.

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