

Bedenham Primary School

Behaviour Policy

Reviewed June 2016



Rationale

Effective behaviour management is underpinned by an ethos of mutual respect between all members of the school community. It is an integral part of the curriculum, fostering appropriate and relevant social skills so that children can participate fully, with enjoyment, in the life of the school. It creates a firm foundation for future social responsibility as they grow and develop into adulthood.

At Bedenham Primary School, we believe that the most effective way to ensure pupils behave in an appropriate way is through positive praise. We believe that pupils should be given good positive attention when their behaviour is what is expected, that pupils are regularly rewarded for choosing the right behaviours and that there should be clear, consistent steps to be followed when pupils choose the wrong behaviours.

Aims

Our behaviour policy is based on praise and promoting positive behaviours.

Our aims are that:

- We believe that every person in our school deserves rights, respect and responsibilities (RRR)
- Our approach to behaviour management is straightforward and commonly understood to ensure a consistent approach by all of the school community.
- All adults working at Bedenham Primary School will actively look for and praise good behaviour.
- Children will be enabled to develop as individuals, both socially and emotionally.
- We will use positive approaches rewarding appropriate behaviour as we believe they are more *effective* than punishing unacceptable behaviour.
- The whole school community consistently promotes its expectations and values.
- The adults in the school community will model good behaviours and provide children with positive role models
- Children can be taught/learn how to behave appropriately.
- We work with parents as we see this as an essential part of promoting the children's social and emotional development.

- Negative behaviours will be addressed by all staff and where possible transgressions will be linked to the RRR ethos promoted at Bedenham as well as the BLP (Building learning power) ethos.
- We will ensure the safety, well-being and protection of children, adults, property and the environment.
- We encourage children to take responsibility and be accountable for their own actions and understand that actions and choices have consequences

Key elements in developing a positive ethos

- ☺ Smile – staff will greet the pupils with a smile and a good morning, as each day is a new day.
- ☺ Non-verbal and verbal praise – keeping a positive aura.
- ☺ Positive environment - staff will create a positive environment for the pupils to be in, through what's on the walls, to music used at various times, to the way pupils are spoken to.
- ☺ Collecting team points in class.
- ☺ Being awarded merits and certificates
- ☺ Having good work displayed
- ☺ Being invited to a special lunch for consistent appropriate lunchtime behaviour
- ☺ Receiving attendance and punctuality certificates.

Parents will be kept informed of 'good news'.

Roles and Responsibilities when Dealing with Behaviour

Positive behaviour management:

1. Give clear and concise praise
2. Possible use of 3 part praise statement
(Name of child – what they have done – and the praise)
3. Always look for positive behaviours rather than focusing on the negative
4. Consistently use classroom reward systems
5. Rewards within school agreed by the staff

Staff consistency:

1. All staff should deal with situations in the agreed way
2. Members of staff shouldn't ignore any negative situation (e.g. running in school)
3. Staff need to follow school rules identified in the behaviour policy
4. Staff need to ensure there is consistency throughout the whole school
5. Staff need to praise the child when they "GET IT RIGHT"
6. If you are giving pupils praise please ensure they know why you have given it.
7. Be clear and concise when dealing with challenging behaviour (Call for help if required)
8. **Do not talk about 'bullying' behaviours in front of other children, only the child you are dealing with.**

OUR School Rules:

We will respect others

We will be responsible for our school

We will think before we act and be responsible for our actions

Positive Reinforcements of Behaviour Attitude and Work

Stickers Teacher stickers for a variety of activities that respond to class work

Certificates Merits (including BLP)
 Good learning award

Person of the week in class

Golden lunch invitations

Attendance Awards

Golden time in class on a Friday

Golden reward time half termly

Sanctions

All classes should have a displayed set of school rules that are discussed and referred to at the start of the year and apply to the whole school site including the playgrounds and field. Each class also develops their own class charter in the first week of each new academic year, which is shared with parents and signed by the children. Positive and negative behaviours should be linked to the rules when situations occur. Teaching staff need to stress that **all** adults working in the school deserve the same respect and sanctions will be given by all staff.

Staff should refer to the staff reference sheet for sanctions for inappropriate behaviour (appendix A)

For serious disciplinary incidents a formal exclusion may be used. The decision can only be made by the Executive Headteacher – the substantive headteacher, in accordance with regulation. In the absence of these members of staff, responsibility for exclusions may be given to a member of the SLT in consultation with other senior members of staff.

Where behaviours continue to be an issue, it may be necessary to send the child to the Head of School in the office. The Head of School will discuss the inappropriate behaviours with the child and may record the behavior in the Behaviour record Book. At this point, a red letter will be written by the head of School to the parent informing them of the behaviour. A return slip is expected to let the Head of School know that the parent has read the letter.

The Zone Board System

- Children will begin each day in the green.
- They will move up and down the board according to their behaviour. Movement should be related to the School rules and Learning behaviours.
- The expectation will be that children will reach the gold most days.
- Pupils will receive a golden mark on a gold chart if they reach the gold.
- Where pupils move down the board, at each step a warning must be given with a clear explanation outlining the reason. This is particularly important when moving to the bottom of the board.
- When a child goes below the red they will spend 5 to 10 minutes in time out on a bear spot (KS1). Whilst in KS2, children will be given work and taken to a designated table in the corridor. No one except the guiding person and the EHT/HoS should speak to them. They will be given a **'Please do not disturb'** card and be left, with regular checks, **for no longer than 10 minutes.**
- **There may be occasions when children will need to be moved to another classroom.**
- The child will return at the end of the next session and stay in the red until their learning behaviour improves. **The adult teaching will be proactive in encouraging and recognising the behaviours that will get him/her up the board.**
- If the child returns to red he/she will be brought to the Head's office. Work will be given and a description of unwanted behaviours. They will spend the rest of the session in the HoS/EHT's office.
- The child will return for the next session. If poor behaviour continues parents will be informed and asked to come and collect their child.
- Teachers will keep a record the colour on the zone board that the child has ended the day on. In KS1 teachers may wish to give a golden time weekly on a Friday before assembly; 15 minutes maximum. Gold equates to 3 minutes towards golden time per day, silver equates to 2 minutes and green to 1 minute. Teaching staff will add up the week's total and let children know how much they have earned. KS2 teachers may also feel it appropriate to provide golden time.
- Children who achieve an agreed number of golden days across the course of a half term will be invited to a Golden Treat event each half term. The tracking of golden days will start afresh each half term.
- There may be instances where individual children may need daily reward time in order to support good behaviour.

Behaviour approach for those children for whom the zone board isn't working.

Where a pupil's behavior is causing concern teachers will keep written records and ABCC diaries to identify where and when a child struggles to follow the school rules. This written record will inform discussions with parents, identify patterns and support the statementing processes.

Such children will be discussed regularly at weekly SLT meetings and monthly Inclusion meetings where strategies to deal with individual behaviours of children will be decided. Minutes from these meetings will be available to all staff as a reference. Decisions on strategies will be communicated to the staff who need to know including lunchtime staff.

Where children's behaviour is a concern, parents may be asked to come in to school to discuss the next stages with the classteacher and a member of the SLT. An IBP (Individual Behaviour Plan) may be written if necessary.

Resourced Provision

The School has a BESD provision where children with extreme BESD behaviours attend. When these children are working within the unit they will follow the guiding principles of this policy however there may be occasions where, due to their behaviour, certain strategies outside the policy may be used which will be agreed within the provision. When a BESD provision child is working in a mainstream they will follow the policy as identified above.

Playtime and Lunchtime

The same rules apply at break times and lunchtimes as they do in class time. Children will be expected to follow normal school rules. The HoS will usually be available during lunchtimes and will support lunchtime staff in following the policy. Incidents will be dealt with at breaktime or lunchtime and children will be returned to class only when they are ready to learn.

Lunchtime supervisors: Please see Positive Playground Policy

1. Follow the agreed procedures with regards to circulating the playground promoting play. This will help the children to be positively engaged.
2. Check out situation before acting
3. Ascertain facts before issuing sanctions
4. Use your judgment as to whether time out is necessary.
5. Follow the school rules
6. Don't give sanctions that you can't carry out
7. Be consistent and keep calm
8. Speak to the child away from others if possible
9. Praise child for telling you the truth

Use of Reasonable Force:

Please see the 2013 DfE advice on using reasonable force for full guidance.

All Members of staff including volunteers have a legal right to use reasonable force.

'Reasonable Force' is defined by the DfE as 'a broad range of actions used by most teachers...that involves a degree of physical contact with pupils'. It refers to using force which is reasonable in that it is **not** 'more than is needed'.

'Schools generally use force to control pupils or restrain them. Control means either passive physical contact such as standing between two pupils or blocking a pupil's path or it can be physical contact such as leading a child by the arm out of a classroom.

Reasonable force can be used to:

- 1) Prevent a child from hurting themselves or others
- 2) Prevent a child from damaging property
- 3) Prevent a child from causing disorder

We cannot use force as a form of punishment- this is unlawful

Searching pupils

Children can be searched without the consent of themselves or parents if the child is suspected of carrying any of the following:

- Knives and weapons (report to police and inform parents)
- Alcohol (report to police and inform parents)
- Illegal drugs (report to police and inform parents)
- Stolen items(use professional judgement and inform parents)
- Tobacco and cigarette papers (inform parents)
- Fireworks
- Pornographic images
- Any article likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned under the school rules (DfE Feb 2014)

Items banned under the school rules are:

- Mobile phones- which should be handed in to the teacher at the start of the school day for safe keeping, and handed back at the end of the day.
- Sugary caffeine drinks and fizzy drinks
- Chocolate and sweets unless permitted for special occasions
- I pads/tablets unless permitted
- Games with age inappropriate media
- Prohibited items listed above

At Bedenham Primary School, the following members of staff are authorized to search pupils without consent:

Mrs Tracy Potter (Executive Headteacher)
 Mrs Caroline Wood (Head of School)
 Mr Simon Lloyd (BESD Provision maager)
 Mrs Jo Richards (SENCO)

When carrying out a search:

- The staff member **listed above** will have reasonable grounds for suspecting a banned item is in the child's possession
- Force can never be used
- A witness must be present at all times
- The searcher should talk through their actions and reasons behind the actions as the search progresses
- Professional judgement should be used as to whether to hand back or destroy banned items, at the end of the school day.

Should a complaint be made against the staff member, 'the onus is on the perso making the complaint to prove that his or her allegations are true- it is not for the the member of staff to show that his or he or she has acted reasonably.' DfE July 2013.

*Bedenham Primary School believes that **appropriate** physical contact is important in the care and well-being of staff and pupils; there are occasions when physical contact is proper and necessary such as giving first aid, comforting a distressed child or supporting a child during a PE or gymnastics action.*

Physical Intervention : Please in conjunction with the Physical Restraint Policy.

At Bedenham Primary School we recognise that at times it may be necessary to use Physical Intervention but such occasions should be avoided wherever possible. We believe that Physical

Intervention is not a substitute for good behaviour management. It is a strategy where no reasonably practicable less intrusive alternative is possible and should be a rare occurrence.

If a physical restraint does occur parents will be informed as soon as possible.

Children who do not respond to the whole school behaviour management policy will have an individual programme devised after consultation between the Class Teacher and Special Needs Co-ordinator. Consultation with the school's Educational Psychologist will follow for children whose behaviour does not improve after a period with a IBP.

Each classroom will have a red "emergency" card with which to summon help.

This policy should be read in conjunction with the Anti -Bullying and Physical Restrictive Intervention Policies.

Reviewed by: Caroline Wood

Discussed by Staff: 1/09/13

Approved by Governing Body:

Implementation:

Tried October 2013

Reviewed: 01/09/15

Policy committee agreed

07/09/15



Head Of School



Chair of Governors

Appendix A

**We will think before we act
and be responsible for our actions.**

Staff reference sheet

Consequences for inappropriate behaviours:

(staff will give a warning and let child have 2 minutes to do the right thing)

Refusing to do as the staff member asks:

Name moved down the zone board and time taken out of breaktime.

Backchat to staff member:

Apology needed name moved down.

Bullying:

Child brought straight to Mrs Wood's office, red letter home.

Swearing:

Apology to the person sworn at/class. Refusal to apologise, peg moved down twice and breaktime missed.

Leaving class without permission: (they can ASK for 5 minutes out)

Time taken from breaktimes and lunchtimes matching to equal time out and peg moved down.

Hurting someone with words or actions on purpose:

Apology as soon as possible and staff member will investigate and Mrs Wood may be made aware and red letter sent home.

