

Bedfont Primary School



Behaviour Policy

Bedfont Primary School is committed to preserving the rights of children in accordance with the United Nations Convention on the Rights of the Child. The articles which underpin this policy are:

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 12

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Article 29

Education must develop every child's personality, talents and abilities to the full.

Approved: Autumn 2010
Reviewed: Spring 2016

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour at Bedfont Primary School.

It was written during the Autumn term 2010, through a process of consultation with staff, governors, parents and children. It is discussed annually by staff and governors and was most recently reviewed in the Spring term 2016.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Bedfont Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community.

The policy reflects current practice within the school. Children have contributed to the behaviour policy through their involvement in the development of the school's golden rules.

Aims

The aim of Bedfont Primary School is for every member of the school community to feel valued and respected, and for all people to be treated fairly. We are a caring community, whose values are built on mutual trust and so we teach our children to be aware of their rights and to respect the rights of others. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Bedfont Primary School has five Golden Rules. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Throughout the Early Years Foundation Stage and Key Stage 1 Project Achieve is used to set the foundations for behavioural expectations throughout the school. This may be revisited in KS2. PHSE and SEAL materials are also used to develop children's social skills. Throughout Key Stage 1 and 2 we use the United Nations Convention on the Rights of the Child (UNCRC) to underpin our school values.

Bedfont Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Expectations

At Bedford Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the golden rules and that each class has its own agreed classroom charter linked to articles from the UNCRC.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Support the children in identifying what is acceptable and unacceptable behaviour through exploring children's rights and encouraging respect.

A Positive Approach

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Bedford Primary School are that:

- Behaviour can change and that every child can be successful.
- Praise and a system of rewards are more likely to change behaviour than blame and punishment. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Children are asked to stop and think about their behaviour and the impact their actions has on the rights of others. Where possible, we encourage children to try to resolve disagreements themselves and take responsibility for their own behaviour.

Golden Rules

The school's Golden rules are:

- Do be kind and helpful
- Do listen to people
- Do be honest
- Do work hard
- Do look after property

These are displayed in every classroom and around the school.

As well as the Golden Rules every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it.
- You own your own behaviour.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on reward and praise, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- Verbal praise or a gesture
- Verbal or written praise to parents about their child
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise

- Special responsibility jobs
- Special privileges
- Class rewards system (linked to house points)
- House points (KS2). These take the form of tokens which may be given by any member of staff.
- Recognition in Superstar or Appreciation Assemblies.

Sanctions

Despite positive responses as a means of encouraging good behaviour at Bedfont Primary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. Consistency is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers should follow these principles:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. Wherever possible the language of rights and respect should be used in explaining why the behaviour was inappropriate.

Logical consequences – A logical consequence is a sanction that should fit the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If the class/school rules are broken during lesson time the following sanctions should be used:

- Children will be given a verbal warning or gesture by the class teacher or teaching assistant.
- Child then moved (within the class if possible).
- Time out of class. If a child is removed to the corridor the classroom door must be left open for appropriate supervision.
- Teachers may send the pupil to another class. They should take with them work to complete.
- After a combination of the above sanctions children may then be sent to the Assistant Headteacher, Deputy Headteacher or Headteacher. Teachers may

wish to send another pupil or Teaching Assistant with the child.

- Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. A letter will be sent home or a phone call made to the parents. Parents may be invited in to discuss their child's behaviour. Extremely poor behavior may result in a fixed term or permanent exclusion (see separate Exclusion Policy).

If the class/school rules are broken during break time the following sanctions should be used:

- Children should be given a verbal warning or gesture
- Time out.
- Sent to a senior member of staff.

Loss of break time

If a child's behaviour has not been acceptable during break or lunch then the pupil will be sent to the Headteacher or Deputy Headteacher and may miss time in the playground.

Social Skills Group

Children who continually display poor decisions or poor social skills will be allocated a place in a social skills group. Children in these groups engage in activities that address their particular behaviour or social needs.

Recording, Monitoring and Evaluating Behaviour

Classroom

Each class has a concerns book in which unacceptable behaviour should be recorded. These should be handed to the Headteacher for monitoring at the end of each week. Serious incidents are recorded on the school's management information system (SIMS).

Playground

Incidents of disruptive behaviour in the playground are recorded by senior management on SIMS. Letters may be sent home stating concerns. SMSAs have notebooks in which they record lunchtime incidents. Unacceptable behaviour at lunchtime should be reported to the Headteacher, Deputy Headteacher or Assistant Headteacher who will pass this information on to the class teacher. (See SMSA Handbook)

Roles

The Role of School Council

As part of their responsibilities the School Council discuss rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school and in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's Golden Rules and Project Achieve on the school website and newsletters. We expect parents to read these and support them. We also expect parents to sign our Home/School Agreement, which sets out expectations on the part of the school and family.

The Role of Staff

All school staff have a responsibility to uphold the behaviour policy and promote the use of rights respecting language.

Bedfont Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.