

BURNT TREE PRIMARY SCHOOL



BEHAVIOUR POLICY

September 2017

Signed Chair of Governors *A. D. Sittler*

Date *16/1/2018*

Date of review: September 2018

Introduction

Rationale

To promote good behaviour, in order to ensure that effective learning can take place and that children are safe and happy.

Our behaviour system is called Good to be Green, it is based on the theory that green means I'm ready to learn and have a good day in school! Clear rules, rewards and consequences are established and shared with staff, pupils and parents/carers. These are displayed and implemented in all classrooms. All staff have a shared responsibility to follow the procedures throughout the school; Children are encouraged to take responsibility for their own behaviour.

The emphasis is on positive re-enforcement, praise and rewards for children who follow the rules and work and behave well.

Burnt Tree School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self esteem, respect for others and learning to manage your own behaviour.

Aims

- To ensure that all children clearly understand the behaviours expected from them.
- To ensure that positive behaviour is rewarded and consequences for inappropriate behaviour are fair.
- To encourage children to be responsible for their own behaviour.
- To provide clear guidelines and ensure a consistent approach.

Rights and Expectations

Everyone in school has a right to:

- A safe, secure environment conducive to effective and stimulating learning.
- Freedom from physical and verbal abuse in school.
- To be treated and spoken to fairly and courteously by others.

Children have a right to:

- A clear set of guidelines and high expectations of their behaviour.
- Be able to learn and play without undue disruption.
- A fair, consistent approach to discipline from the school.
- To be listened to.

Adults working in school have a right to:

- Be able to work and teach without undue disruption.
- Insist on a high standard of acceptable behaviour from children.
- Help and support from others when dealing with and helping to modify unacceptable behaviour.
- To have all reasonable instructions followed.
- To be told the truth when investigating incidents of unacceptable behaviour.

Parents/Carers have a right to:

- Regular information and consultation with the school about their child's progress and behaviour.
- A clear set of guidelines and expectations about their children's behaviour in school.
- Early notification from school of any problem with their child's behaviour.
- Opportunities to help the school address their child's behaviour.
- Be treated and spoken to courteously by others.

Everyone in school is expected to:

- Treat all others fairly, courteously and with respect.

Children are expected to:

- Follow the school rules.
- Follow all reasonable instructions.
- Allow others to learn and play happily without interference.

Adults working in school are expected to:

- Treat all children equally, irrespective of gender, race or religion.
- Provide a safe, well-ordered and caring environment.
- Be positive role models.
- Be alert to the signs of bullying and racial harassment and follow procedures.
- Communicate promptly with parents/carers about any behaviour issues.
- Consistently apply school rules and expectations at all times, not just in their own classrooms.

Parents/carers are expected to:

- Support the behaviour policy of the school and encourage their child to observe school expectations.
- Communicate promptly with the school about any issues that may affect their child's behaviour at school.
- To respect the safety regulations invoked by the school.
- To allow only reasonable items to be taken to school and accept their own and their child's liability for those items.
- To accept responsibility for any wilful damage to school property caused by their child.

Procedures

Rules

- Show respect to everyone in school.
- Look after each other.
- Follow the instructions given to me.
- Keep my hands and feet to myself.
- Take good care of school property.

Movement around school

- Walk quietly around the school building.
- Walk in single file with your teacher.
- Stop and wait quietly in single file.

We do not tolerate:

- Bullying – verbal, physical or emotional
- Fighting
- Bad language
- Racism
- Stealing
- Anti-social behaviour from pupils, staff or parents/carers.

Classes may discuss and personalise these rules, to give pupils ownership and responsibility.

Positive Recognition

The purpose of positive recognition is to:

- Encourage children to continue appropriate behaviour.
- Increase children's self esteem.
- Reduce problem behaviour.
- Create a positive classroom environment.
- Help teachers to teach appropriate behaviour and establish positive relationships with children.

Rewards

Children at Burnt Tree Primary School receive positive praise in recognition of their good behaviour. This includes the use of:

- Body language
- Visual signals (smile, thumbs up)
- Proximity praise / Peer praise
- Specific verbal praise

Other rewards include:

- Stickers
- House Points
- Achievement Certificates
- Positive letters home
- Small prizes
- Golden time
- A seat on the VIP bench during assembly and lunchtimes.
- Reward afternoon for pupils who have remained 'green' during the half term.

House Points

- All children in Key Stage 1 and 2 are in Houses – names are chosen each year by the school council. They are led by House captains, elected by Year 6 pupils.
- House Points may be awarded for good work and behaviour.
- At the end of each week the totals for each House in each class are displayed on the celebration board. These are collected and announced in Whole School merit assembly. Each house is awarded points, from 1 for the house with the least points, to 4 for the winner.

Class Points

- These are awarded when the children work together as a class e.g. lining up, walking down the corridor, co-operating in lessons.
- When the class achieves an agreed total, they have a class reward such as a non-uniform day, DVD or party, this can be linked to 'Golden time'.

Certificates

- Star Certificates are awarded weekly and termly and are chosen by the class teacher. Parents/carers are invited to attend these assemblies which are led by different members of staff each week.

Consequences

- These are displayed on a poster in the entrance area and in every classroom. They have been discussed and agreed with the pupils.

If you do not follow our school rules these are the consequences, each stage will be applied until you follow the rules.

1. Verbal warning.
2. Five minutes taken from your break.
3. You will be given a yellow card.
4. Ten minutes taken from your Golden Time.
5. Isolation in the classroom for thirty minutes.
6. You will be sent to the Headteacher/Deputy Headteacher. A behaviour log will be completed and your parents/carers will be contacted. You will be given a red card.

The following behaviour will mean a red card is given immediately!

Vandalism

Swearing at someone

Fighting

Extreme defiance.

Racist abuse.

Earn back Green card

Pupils will have the opportunity to earn back their green card if they receive a yellow card. To earn back their green card they must follow the schools rules every day after they receive their yellow card and avoid getting another yellow card that half term. Pupils who receive a red card will not be able to earn back their green card.

Severe Cause

In cases of extreme behaviour, including violence, vandalism, theft, sexually inappropriate behaviour, racism or defiance, the senior leadership team will intervene immediately and complete a behaviour log. Parents/carers will be informed if deemed appropriate.

Lunchtime

Positive rewards will be given to children by the supervisors in the form of stickers or praise. The consequences used will be similar to those used by class teachers: Child receives a verbal warning from the Mealtime Supervisor. If inappropriate behaviour continues, the child has a set time away from the other children. The senior and principal supervisors are asked to deal with children whose behaviour is a persistent problem; severe incidents will be referred to senior leadership, a behaviour log completed and parents/carers informed if appropriate. If the pupil's behaviour does not improve then lunchtime exclusion may be necessary.

Persistent Challenging Behaviour

School Action

An IBP (Individual Behaviour plan) will be written and a behaviour diary will be set up. It will include specific targets and rewards agreed by the child, class teacher and member of the senior leadership team. The diary may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period.

School Action Plus

If School Action does not lead to improved behaviour, advice is sought from Inclusion support and other agencies eg. PPE team

Exclusion

A child can be excluded for a fixed term for behaviour including disruption, verbal abuse, defiance, racial abuse or bullying. The decision to exclude can only be made by the head teacher or acting head teacher.

On the child's return to school, parents/carers must attend a meeting with the head teacher to discuss a reintegration plan which both supports and monitors the child. The child at this stage may also be supported by the inclusion support team.

Behaviours that warrant **permanent exclusion** include continued disruption, physical assault, possession of a weapon, sexual abuse / assault, supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, can lead to permanent exclusion. The exclusion committee of the governing body will be involved in permanent exclusions.

In serious cases, the police may be informed by the Head teacher or Acting Head teacher, in order to seek advice and prevent further escalation of the problem.