



## **Birdham CE Primary School**

### **BEHAVIOUR POLICY**

#### **AIMS**

- To ensure a safe and happy environment, where everybody in the school community feels valued and respected
- To promote behaviour that allows all children to achieve their potential through high quality teaching and learning
- To promote the personal, social, moral and emotional development of each child
- To encourage a respect for British Values

#### **OBJECTIVES**

- To develop pupils' self-discipline and self-control
- To enhance pupils' self-esteem
- To ensure children follow the school rules as stated in our Birdham Charter
- To encourage accountability for behaviour across the school community
- To encourage individuals to recognise and respect the rights and beliefs of others
- To affirm both co-operation and responsible independence in learning, reaching solutions democratically
- To promote values such as consideration, democracy, courtesy, honesty, fairness and respect for others

#### **Relationship to other policies**

Included in this policy are statements about Anti-Bullying and Exclusion. The school has separate but related policies for SEN, Equalities, Health & Safety, Staff Code of Conduct, Physical Restraint, and anti-bullying advice.

#### **ENTITLEMENTS AND RESPONSIBILITIES**

We recognise that everyone has the right to feel valued and respected whilst at School and in return that everyone has a responsibility to respect and value others.

Pupils have a right to:

- learn in a friendly, encouraging, secure and supportive school environment
- have appropriate access to the teachers' time
- be heard and be able to express opinions

Pupils have a responsibility to:

- show respect to people and the property of others
- be co-operative and considerate
- act in a safe and responsible manner for themselves and others
- speak out but also to listen

Staff have a right to:

- work in a pleasant and safe environment and to be able to achieve job satisfaction
- be treated with courtesy and respect
- create 'time out' situations for pupils when they are disrupting other people's rights to learn/teach
- support from colleagues and parents

Staff have a responsibility to:

- ensure that they are encouraging, positive, consistent and that they discipline fairly
- recognise and respond positively to good behaviour
- consult with and support colleagues and parents
- work within the framework of whole school policies

Parents have a right to:

- expect consistent approaches to codes of behaviour used by teachers throughout the whole school
- receive and offer information about their child's education and behaviour

Parents have a responsibility to:

- let the school know of any concerns relating to their child
- support the school in promoting good behaviour
- be willing to listen and work with the school in developing solutions to problems

## **SCHOOL RULES AND SHARED VALUES**

Our positive school ethos comes from successful classroom practice. Most pupils accept the need for a common guiding framework and most will accept readily the sort of values we seek to promote. We expect high standards of behaviour. At the beginning of the academic year the class teacher and the children discuss and agree class rules. These are displayed in every classroom and are referred to as appropriate. They are based on our school values (including fundamental British values) and our Birdham Charter which has been agreed by all pupils.

- We respect and support each other regardless of our differences
- We respect everyone's belongings and property
- We understand and follow the rules for behaviour in our school
- We are kind and thoughtful and play nicely together
- We listen carefully and think before we act
- We make sure we treat each other fairly
- We are happy and enjoy learning because learning is fun!

## **RIGHTS**

The three fundamental rights at our school are:

The right to LEARN

The right to be treated with dignity and RESPECT

The right to feel SAFE (physically and emotionally)

## **RESPONSIBILITIES**

Rights have corresponding responsibilities. These often need to be explicitly taught. A few examples are:

- Manners eg. Please, thank you, please may I borrow...
- Using people's correct names
- Caring for property
- Moving appropriately around the classroom
- Entering and leaving a room appropriately

These responsibilities are explicitly taught and reinforced until they become...

## **ROUTINES**

The class rules are clear, as situation specific as possible and have general, understood consequences for significant infringements of rights. We recognise that some pupils are visual rather than auditory learners, so class rules are frequently illustrated with visual reminders, posters, diagrams and photographs. The class rules form the basis in which the class operates and are referred to and incorporated into daily activities. In this way, each classroom encourages children to:

- take responsibility for their own behaviour
- respect the rights of others
- develop a positive self esteem
- build workable relationships

## **PLAYGROUND GUIDELINES**

These have been drawn up after discussion with all pupils:

- Please play on the playground when the grass is wet
- Always use polite language
- Make sure everyone knows the rules of a game before it starts – let other children join in
- Look after our school equipment
- Play safely and make sure our words and actions do not hurt other people e.g. no play fighting with contact
- Please be friendly to other children and give them space if they need it
- Ask children on their own if they would like to play
- Make sure you always put rubbish in the bins
- Before school begins, no running games, no equipment, no trim trail
- When the bell rings, we quietly line up with our class

## **Wet Play Guidelines**

- We must be in our own classrooms sitting down playing quietly
- Please tidy away each activity/game before starting another
- We can use computers if we ask permission from an adult
- Only use scrap paper and do not use scissors or glue
- Share equipment with others
- Make sure everything is tidied away and we are ready to learn at the start of the lesson

## **CLASSROOM MANAGEMENT**

Classroom management and in particular the quality of teaching and learning is the key to managing pupils' behaviour effectively. Classroom management skills include detailed planning and preparation to ensure that pupils are engaged in relevant and appropriate tasks; involving pupils in stimulating active learning; grouping pupils in ways that minimise disruption; anticipating problems and dealing appropriately with incidents before they escalate. Teachers employ skills of 'positive correction' to deal with low level misbehaviour. This occurs in the short-term and is immediate. It is balanced with preventative management, built around a framework of rules and routines. Teachers plan for positive correction by:

- choosing the language of correction
- selecting the best strategy
- managing the correction in the least intrusive way

Positive correction is DIRECTIONAL BUT POSITIVE. It involves:

- ensuring appropriate tone and gesture
- pausing to ensure that attention is gained before giving directions
- using privately understood signals
- tactical ignoring of secondary behaviour to keep the focus on the primary behaviour
- distraction and diversion
- partial agreement – 'that may be so, but...'
- question and feedback – what?, where?, how?, when?
- Rule reminders
- 'take up time' which allows pupils enough time to do what has been asked and 'save face' avoiding unnecessary confrontation
- Choice direction – convey that if a child continues to behave in an unacceptable way then there will be a consequence of some kind – immediate or deferred

## **PROMOTING GOOD BEHAVIOUR**

It is all too easy to notice bad behaviour and take good behaviour for granted. If we want to promote positive attitudes to learning and a harmonious working atmosphere we need to recognise those children who work hard, who are friendly and co-operative, courteous and kind. For example, if the noise level in the classroom is too high, it can often be lowered just as effectively by praising those pupils who are working effectively rather than admonishing those who are not.

## **REWARDS**

All pupils will be eligible for appropriate rewards, which will be awarded for behaviour, organisation, effort, attainment or excellence. The overall aim of the reward system is to encourage all pupils to reach their full potential in terms of both behaviour and attainment. These rewards may include:

- Verbal praise
- Awarding house points
- Awarding stickers
- Class rewards
- Star awards
- Showing work to another class or teacher
- Showing work to the Headteacher or Deputy Headteacher
- Headteacher awards

## **SANCTIONS**

With the support of all staff, pupils will be encouraged to take full responsibility for their own behaviour. They will learn how to make appropriate choices and how to accept consequences. When sanctions are applied the reasons for them will be explained clearly to the child either at the time or as soon as possible afterwards. These sanctions will be applied in this order:

- Tactical ignoring of inappropriate/attention seeking behaviour
- The 'look' – use the face to convey disapproval
- Rule reminders
- Verbal warning
- Name written on board
- Time out
- Missing some or all of playtime (at the discretion of the teacher)
- Sent to another class with work to do
- Sent to Headteacher (Parents contacted)

Some sanctions may be bypassed in the case of extreme behaviour.

Sanctions will be applied for those pupils whose actions have been inappropriate. Whole classes will not be sanctioned unless absolutely necessary. Parents will be contacted by the class teacher where it is deemed appropriate.

## **SEND**

At Birdham CE Primary School we believe that all pupils, whatever their specific needs will be treated equally. Our School Behaviour Policy applies to all pupils in our care. See SEN Policy.

## **DEALING WITH UNACCEPTABLE BEHAVIOUR**

Even in the best managed classes and schools, incidents will occur which give rise for concern. We believe that undue leniency can in the long term be as damaging as undue severity. We recognise the importance of de-escalation as a technique and we refer to this in our Positive Handling Policy. As a staff we have agreed a staged procedure for dealing with unacceptable behaviour –

## **STEPS TO SUCCESS**

Consequences that we apply are derived from the values that we hold. They should be consistent, reasonable, related and applied with certainty rather than severity. Some consequences can be immediate, for example:

- Relocation within the classroom
- Cool-off time within the classroom
- Time out of the classroom (in view of an adult)

Most consequences have to be deferred, for example, missing part or all of playtime to complete work.

Removal from the classroom is another strategy. A pupil may be required to leave the classroom for any behaviour which is repeated and is significantly affecting the right of:

- The teacher to teach
- The pupils to learn
- The pupils to feel safe
- The pupils to be treated with respect

Initially the child may need 'cool off' time, to try and regain control, preferably in a set place. No attempt should be made to question, counsel or discuss the behaviour with the child initially. Once the child has gained control, the discussion should focus on the 'Four W's':

- What did I do?
- Why did I do it?
- What rule/right did I break?
- What can I do to fix it?

Reparation (the 'fixing-it' rule)

It is important to help pupils develop a sense of accountability and justice. They need to understand that behaviour is related to outcome and that desirable / undesirable consequences are an outcome of their choice. We attempt to foster some connection in children's thinking and their future action. Examples of consequences might include:

- Writing a letter of apology
- Tidying an area that they have spoilt
- Litter picking

There are a very few children whose behaviour is a regular cause of concern. In these cases, a child may not respond to all the efforts made by the school, including:

- Prevention
- Positive correction
- Repairing and rebuilding
- Reasonable use of consequences
- Enlisting parental support
- Involvement of outside agencies

Such children cannot be simply described as 'lively' or 'a bit of a handful' and their behaviour can cause considerable stress in an otherwise well-managed classroom. Early identification is essential in order to plan a programme of action.

Under the terms of the 1993 Education Act children with emotional and behavioural difficulties are deemed to have 'special educational needs' because they are facing barriers which hamper their normal educational progress. We keep a detailed record of incidents of behaviour that cause concern. In these serious and recurring cases a child could possibly be referred to the Inclusion Support Team

Where appropriate, referral to other agencies may be made. We keep parents informed of the steps that the school is taking, involving the child at a level

appropriate to their age and understanding. If the frequency, intensity and severity of the behaviour shows no response to all of these strategies, the school may need to use tools such as:

- Partial enrolment
- Exclusion

Whilst we make every effort to support each individual child, the key support must be for the teacher and majority of pupils. We also believe that *explanation for disruptive behaviour cannot be an excuse for it*. Only a Headteacher, or Deputy Headteacher in their absence, has the power to exclude a pupil from school for disciplinary reasons. A pupil may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period exclusions should normally be of short duration, unless time is needed for support to be put in place for the pupil, perhaps with assistance from the LA. A decision to exclude a pupil is taken only:

- in response to serious breaches of the school's behaviour policy
- if allowing the pupil to stay in school would seriously harm the education or welfare of the pupil or of others in the school.

In most cases a range of alternative strategies should be tried before excluding a pupil. This is not meant to prevent immediate action to protect pupils and staff. A permanent exclusion can be given for a first offence, for example involving violence, but only when the Headteacher has had further opportunity to consider the incident in question. Headteachers are not legally bound to consult the parent before excluding a pupil, but the parent and pupil should be warned in advance if exclusion becomes a likely prospect. Once a pupil is excluded, the Headteacher must notify the parent immediately, ideally by telephone. This should be followed up at once by a letter, setting out:

- the exclusion period, and the date and time when the pupil should return (for fixed period exclusions)
- for permanent exclusions, the date from when the exclusion is effective
- the reasons for the exclusion and the circumstances, including steps taken to avoid it
- for permanent exclusions, any relevant previous warnings or disciplinary measures
- arrangements for setting and marking work
- the parents right to make representations to the discipline committee, with details of how to make such representations
- the parent's right of access to the child's school record

Headteachers must also inform the governing body and the LA immediately of:

- all permanent exclusions
- exclusions that will mean a pupil misses more than five school days in a term, or misses the chance to take any public examination

The Headteacher may be required to give evidence to the discipline committee, which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel.

## **ANTI-BULLYING**

Birdham CE Primary School aims to create a stable, happy and caring environment within which everyone can develop self-confidence, self-esteem, tolerance and respect for others. We pride ourselves on being a place where we all have the right to be included without being hindered by the behaviour of any other person or group. Bullying is not tolerated at Birdham CE Primary School and will always be acted upon. It affects everyone in the establishment, not just the bullies and the victims.

**{see anti-bullying advice leaflet}**

**{see new Birdham Charter}**

**{see Staff code of conduct}**

### **Support Agencies**

**Anti-Bullying Alliance** This brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Childline**

Advice and stories from children who have survived bullying. Tel: 08000 11 11

**Bullying on-line**

[www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus**

Advice and links for parents.

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

0808 800 22 22

**Cyberbullying.org**

One of the first websites set up in this area for young people, providing advice around preventing and taking action against cyberbullying.

[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger**

A website that informs about the potential dangers online (including bullying) and advice on how to stay safe while chatting.

[www.chatdanger.com](http://www.chatdanger.com)

**Think U Know**

The child Exploitation and Online Protection Centre (CEOP) has produced a set of resources around Internet safety.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)