

Beaconsfield Primary School



Behaviour Policy & Procedures

May 2010

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Behaviour Policy

What we believe about a child's behaviour

Children need to feel valued. It is when a child has good self - esteem that she or he learns best. Our behaviour and discipline philosophy recognises this and we aim to provide systems that lead to effective discipline but at the same time strives to protect and build the self-esteem of children.

Some basic principles of our behaviour and discipline policy

We believe:

- Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.
- Most children are responsible for their own choice of behaviour.
- We give the pupils positive recognition for good behaviour. This teaches the pupils that they can get the attention they want, need and deserve by choosing good behaviour.
- When children behave badly we reject children's behaviour, not the children themselves.
- When children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

This whole school policy will give consistency and security to the pupils moving from class to class and will give consistency to the parents who will know what all teachers expect.

Children's rights

- Pupils have the right to be treated fairly and equally.
- Pupils have the right to a teacher who will provide them with consistent POSITIVE encouragement to motivate them to behave.
- Pupils have the right to know what behaviours will help them to succeed in the school.
- Pupils have the right to be involved in creating their own classroom rules.

Teacher's rights

- Teachers have the right and responsibility to establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Teachers have the responsibility to teach the pupils to follow these rules in school.
- Teachers have the right and responsibility to ask for support from the parents concerning their child's behaviour.
- Teachers have the right and responsibility to ask for support from the Senior Leadership Team to help them deal with the more challenging pupils.

How we ensure that these principles are met

The spine of our behaviour policy is our Code of Conduct (see over). It outlines the behaviour we expect from children and it defines the rewards and sanctions that will be used. Rewards and Sanctions are 'banded' into three groups according to significance. It is essential that this Code be regularly **taught** to children. Children need to see the ***Code of Conduct*** being used consistently and fairly.

Consistency

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around the school during the day and at lunch and play times they need to do the following:

- All adults always check on reasons for children being in school at play/lunch times.
- Always deal with inappropriate behaviour - never walk past.
- Discuss inappropriate behaviour with children- remind them of their obligations.
- If children run - always send them back to try again.
- If children are talking to others in a disrespectful way- always intervene. Try to positively reinforce good behaviour.
- Inform class teachers of any inappropriate behaviour you had to deal with.
- All staff should check that pupils who are out of class during class time are carrying correct colour cards. (Green - from the classroom)
 - ❖ If a child does not respond to you appropriately - seek support from other members of staff or a member of the leadership team.
 - ❖ If you witness a situation where an adult is having difficulties in dealing with a child then intervene and offer support.
- Position yourself carefully to always keep children within your line of sight
- Sit side-on to your class in assembly and position one adult on either side of the class.

Procedures:

Highlight good behaviour as much as possible.

Where possible reprimand children quietly out of earshot of others. We know this is hard at times but the rewards are worth it. Think how you would feel if publicly reprimanded for all your mistakes! Always ask yourself, 'What is the best possible outcome for this situation?' and then do your best to achieve it.

Set aside a weekly time (Collective Worship or Circle Time) as appropriate to discuss the ***Code of Conduct*** and the way it is being implemented in your class. Look at how rewards and sanctions have been used. Discuss with the children how they feel about the way behaviour has gone during the week. Discuss with the children how you feel about the class behaviour.

Use the Code of Conduct; use the rewards and sanctions. Use the support systems of the school.

Using rewards

Rewards should be used appropriately. Children who behave well in KS1 have their names entered onto the good side of the whiteboard. Children in KS2 are rewarded by moving their name down the "Board of Honor". The levels are recorded each day as children work towards bronze, silver and gold merit certificates. All children are awarded stickers and certificates for good work and behaviour through the Golden Book and key stage assemblies.

- Speak when it is your turn or you are asked
- Always listen to the person speaking
- Stop, look at the person speaking and listen when you are asked to
- Work quietly at all times
- Treat all school equipment with care
- Put things back where they belong
- Follow the instructions you are given by any adults within school
- Always walk sensibly around the school
- Be kind and show respect to everyone
- Treat everyone's belongings with respect
- Be kind, be helpful and always try to do your best

Rewards	Sanctions
<ul style="list-style-type: none"> • Verbal praise • Comments to parents in reading/ homework diary • Stickers • Sharing good work with other teacher • Certificates in class or assembly • Sharing good work with the head and deputy • Letters to parents • Good phone calls home • Head teacher stickers • Golden Book assembly • Writing Hall of Fame 	<p><u>Band 1</u> Verbal reminders Name on whiteboard Timeout in class</p> <p><u>Band 2</u> Time out in another class Behaviour Turnaround Phone call home to parents Send to key stage co-ordinator</p> <p><u>Band 3</u> Send to deputy headteacher Letter home to parents Send to headteacher Meeting with parents Fixed term exclusion Permanent exclusion</p>

Using sanctions

- Teachers use a system of warnings and time out with a traffic light system.
- If a child in class misbehaves, he or she is given a verbal warning and moved to the orange light.
- If the child misbehaves again they are given a second warning and moved to red light.
- If the child misbehaves yet again they are given time out in a designated area of the classroom for approximately 5-10 minutes.
- If the child misbehaves once more the time out is done again but in another classroom. A note should be sent stating the length of timeout required and a brief explanation of the reason.
- Children can be asked to stay in (by their own teacher) for a maximum of ten minutes at playtime and twenty minutes at lunchtime. (***This time must be supervised by the class teacher***)
- However, if a member of staff feels an incident needs longer then they can place pupils in "Behaviour Turnaround" at lunchtime for longer periods of time.
- A record book for lunchtime "Behaviour Turnaround" is kept and regularly monitored by the Headteacher. If a child is in Behaviour Turnaround on three occasions during a half-term, their parents will be informed by a letter being sent home after another occasion within the same half-term a meeting with parents will be arranged.

- If a child misbehaves while staying in at playtime or lunchtime they will repeat their punishment.

If Class teachers choose to keep children in at play times or lunch times to complete work it is the teachers' responsibility to supervise their own children in their own classrooms. They should not be sent to "Behaviour Turnaround" to finish class work.

Time out/ Behaviour Turnaround can be given without the warnings for more serious misdemeanors (e.g. fighting, hitting, kicking, rudeness to adults etc).

In KS1 warnings are not carried over to the following day and so children make a new start at the beginning of the day.

In KS2 children who have their name on "orange" or "red" at the end of the day should have the opportunity to work their way back to "green" during the next morning before 12:30pm.

Key Stage 2 Behaviour Turnaround

Teachers should use their professional judgment and the time-out system on deciding what to put children into behaviour turnaround for.

Behaviour Turnaround is not applicable for the following **classroom management** or **home issues**

- Not finishing work
- Not completing homework
- Forgetting reading books
- Arriving late to school
- Not wearing a school uniform or not having correct PE uniform or swimming kit

Behaviour Turnaround (BTA) (Key Stage 2)

This is an opportunity for children to reflect on their own behaviour in a calm environment away from other children. During the time here children will complete a series of questions that focus their thinking on what they have done wrong and possible ways to avoid this in the future.

- Behaviour Turnaround will be supervised by the Inclusion Leader each day.
- A book will be circulated to KS2 classes at approximately 12:30pm for teachers to write in the names of any pupils who are going to behaviour turnaround along with the reason why they have been sent.
- The book will be returned to the Inclusion Leader who is taking BTA on that day.
- At 12:45 the children in BTA will go to the dining room with their class where they will sit at a separate table to eat and wait for the teacher who is collecting them.
- At 1:00pm the children will be brought to the Parents Room where the names will be checked and children will be given 20 - 25 minutes to work silently on completing the behaviour questions sheet.
- As children are working on these questions the Inclusion Leader should circulate to talk with each child individually about the reason why they are in BTA and what alternative choices they could make in the future with their behaviour.
- Children will be led out of the hall at about 1:40pm to allow them time to get a drink or water and use the toilet.
- Head teacher will monitor the BTA book regularly to check for patterns of behaviour and look for trends across Key Stage 2

Reasons for sending children to the Assistant Head Teacher /Deputy Head Teacher

- A serious physical fight (not a single incident of a child hitting another) where children have physically hurt each other and left marks

- Serious incidents of teasing/ name-calling (bullying) where warnings have previously been given
- Racist name calling
- Swearing at an adult
- A serious incident of defiance towards the class teacher.

For incidents involving bullying, racism or swearing directed at adults you should inform the head teacher on how you dealt with the incident.

If the Assistant Head Teacher /Deputy Head Teacher decides the incident is serious enough then the head teacher will be informed. It is important that we go through the hierarchy and do not jump stages. These same procedures apply on the playground before school, at playtime and at lunchtime.

Parent Meetings

- Meetings with parents may be arranged for pupils who have been sent to BTA for a fourth occasion after a letter had previously been sent to the home.
- Meetings may also be arranged where the class teacher/ key stage leader/ deputy headteacher or headteacher feel this is appropriate.
- Formal meetings should be planned with adequate notice given to parents (see sample letter) and a brief indication of what the meeting is about. This is different from the "*quick word*" type meeting that can take place at the beginning or end of a day.
- Formal meetings should be about patterns of behaviour, extreme behaviour or incidents of racism or bullying. Staff who are not confident to conduct such a meeting should **always** ask a member of the SLT to be present with them.
- Formal meetings should always be followed up with a letter that outlines what was discussed and includes targets or strategies for the pupil with their behaviour.

Exclusions

- If a child continues to misbehave after procedures have been followed then the Headteacher will internally exclude the child and then if necessary exclude the child from lunchtimes.
- If an incident is serious enough the Headteacher may decide to exclude the pupil for a fixed period of time.
- **Exclusions are used as a last resort** and each case is treated on its merit. Only the head teacher has the power to exclude a pupil from school.
- In the absence of the head teacher the deputy headteacher may make a fixed term exclusion.
- Exclusion procedures are detailed in the Ealing schools guidance notes and must be fully followed. (refer to Exclusion Policy)