



*Faith, Family and Fascination*

# Behaviour Policy

## Boutcher C.E. Primary School

Reviewed by:	Vision & Values Committee
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Last reviewed during:	Autumn 2019
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Next review due by:	Autumn 2020
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Signed:	
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# BEHAVIOUR POLICY

## INTRODUCTION

Acceptable and appropriate behaviour is fundamental to providing a safe, purposeful working environment for pupils and staff. It is also the basis for pupils to develop as members of the community and effective members of society.

The behaviour policy ensures that school practices on behaviour management are clear and founded in our Christian ethos. Pupils and parents/carers must be aware of the expectations, responsibilities and procedures involved in the pursuance of good behaviour.

## MISSION STATEMENT

The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.

## RATIONALE

Good behaviour is essential for both effective teaching and learning to take place and to promote a positive Christian ethos within the school based on mutual respect and good citizenship to reflect the love of God.

Good behaviour is achieved when staff have high expectations of pupils' academic and social abilities, when good relationships are nurtured and there is mutual respect between pupils, staff and parents/carers. High expectations of behaviour means picking up on low-level or 'minor' disruptions and not letting things go. When children understand that their actions have consequences they adjust their behaviour accordingly.

## PRINCIPLES

- Everyone has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to feel and be safe
- Everyone has the right to respect.

These three principles form the three golden rules of school to be followed both by adults and pupils. Staff, volunteers and governors are to set excellent examples to the children at all times.

## ROLES AND RESPONSIBILITIES

**Boutcher C of E Primary School**

Every member of the school community has a responsibility for ensuring good behaviour in school.

## **Pupils**

Behaviour expected from Boutcher C of E Primary School pupils includes:

- 1.1 good manners and politeness
- 1.2 respect and consideration for all adults and children
- 1.3 positive attitudes and Christian values (e.g. truthfulness, a sense of responsibility, the desire to help each other and to share)
- 1.4 an appreciation of diversity in the community; anti-racist and anti-sexist attitudes and the ability to understand others' points of view, needs and achievements
- 1.5 non-aggressive behaviour and an understanding of the appropriate ways problems can be resolved
- 1.6 adherence to simple, common-sense rules regarding the safety, welfare and education furtherance of themselves and others.
- 1.7 reporting concerns they might have about their own wellbeing and the wellbeing of others to a member of staff

## **Staff**

The good behaviour and discipline of each child is the collective responsibility of all staff. Teachers and support staff expect from and give support to each other. No one has sole responsibility for the discipline of pupils in his/her care without recourse, if necessary, to the help of others, especially of senior staff and senior management team.

Staff work to ensure good behaviour in the following ways:

- 2.1 we ensure there are good relationships and mutual respect between adults and pupils
- 2.2 we have high expectations of the academic and social abilities of the pupils in our care
- 2.3 we match curriculum and teaching methods to pupils' needs
- 2.4 we nurture each pupil's growing maturity and self esteem
- 2.5 we create a positive climate throughout the school and between all children and adults
6. we demonstrate the attitudes and qualities expected of pupils
7. we make sure pupils understand what is expected of them
8. we positively encourage and reward by praising all good behaviour and improvements in behaviour
9. we avoid the "trap" of giving attention to bad behaviour

10. we maintain a calm atmosphere, and pay attention to minor difficulties so that major crises are unlikely to occur
11. we recognise and report behaviour pattern changes in pupils (filling in Green Forms – see safeguarding policy) and investigate reasons (e.g. meet parents/carers to understand a difficult family situation, refer to learning support and/or senior managers).
12. we will do all that we can to protect pupils and staff from disruption, abuse, discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
13. we apply sanctions fairly; misbehaviour has consistent consequences. We have high expectations: praise is used when children do things that go beyond what is simply expected. Praise and reward have to be earned to be meaningful.
14. learning support is provided and is the responsibility of the SENDCo and class teacher. Pupils within the cohort will have agreed EHCPs to set achievable targets, including behaviour targets.
15. we have well organised classrooms so that pupils can be expected to conduct themselves responsibly
16. we offer a curriculum which allows equality of opportunity, caters for pupils of different levels of ability and enables all to experience success
17. we help pupils to understand the purpose of the tasks set, making sure they are involved and can learn to accept responsibility for their behaviour
18. pupils' social and emotional awareness is developed through PSHE sessions in which pupils are able to voice their opinions and positive attitudes towards others are promoted.
19. we involve learning support staff and outside agencies to provide support and advice as well as direct intervention.

### **Parents/Carers**

3.1 Good behaviour is achieved most easily when parents/carers and teachers share their expertise and experience of children. Parents/carers are kept informed of any problems, changes or progress.

3.2 Parents/carers need to be consulted over their child's inappropriate behaviour where it is significant or frequent enough to cause problems for the child or children affected (the teacher will inform the Headteacher/Deputy or Assistant Headteacher).

3. Parents/carers make an appointment if they wish to discuss any behaviour issues with the teacher and/or senior manager.

4. Parents/carers sign a "Home/School Agreement" on their child's entry to Boutcher C of E Primary School. This clearly indicates the position of the school in relation to behavioural expectations.

Our Home/School Agreement can be seen in Appendix 1.

Rewards, privileges and sanctions are essential elements in promoting positive behaviour.

### **Rewards**

## **Boutcher C of E Primary School**

1. praise from the class teacher
2. praise from other staff and/or senior managers
3. Key Stage 1 and Reception promote children onto the Sun and then the Star for positive behaviours, with a certificate home to each child on the Star at the end of the day. Children are reminding that every day is a new day so children have a fresh start.
4. In KS2 teachers will select pupil/s every day who will be awarded Proud as Punch certificates. These will be given out at the end of the day by the class teacher (to make revealing more exciting and to maintain motivation). To keep a record of awarded certificates, the names of the winners for each day will be displayed on the slide they first see when they enter the classroom each morning. This will serve as a useful record of good behaviour. Sometimes teachers from other classes may award Proud as Punch certificates – these will be awarded immediately and will also be display on the morning slide. However most praise given to by teachers to children from other classes will take the form of house points.
5. certificates at special assemblies celebrating academic and pastoral achievements, including Going for Gold and Presentation Awards
6. house points with a cup awarded weekly
7. 'Golden Time'
8. informal contact with parents/carers
9. When a child's failure to adhere to the rules persists, some form of behaviour chart or log will be devised with appropriate rewards given for behaviour targets being achieved. This will be discussed with parents/carers so that common strategies can be used between home and school

## **Sanctions**

5.1a Reception and Key Stage 1 use a similar system with bad behaviours requiring a child to put their name on the 'Grey Cloud' or (if a second time) the 'Black Cloud'. However, in the circumstances in which a child has behaved in a way deemed by the teacher to have been a serious infringement of the rules – perhaps because it is disrespectful or dangerous – a child may be placed directly on the 'Black Cloud'. If a child is placed on the 'Black Cloud', they will be sent to another KS1 classroom for a short time. Ideally, the teacher will be able to speak about the behaviour with a parent or carer at the end of the day. But where this is not possible, the child will be given a slip home to advise parents that their child has been on the Black Cloud. Parents must sign this slip and return it to confirm they have spoken to their child about the misbehaviour.

5.1b Use of 'Orange List' in Key Stage 2. The Orange List provides a list of unacceptable behaviours: 1<sup>st</sup> infringement: name written on Orange List once represents a warning; the child's name is written besides the corresponding misbehaviour. 2<sup>nd</sup> infringement: name written on Orange List a second time written besides the corresponding misbehaviour (or x2 written beside name for repeating the same misbehaviour) represents 5 minutes of the next play taken away. 3<sup>rd</sup> infringement: name written on Orange List a third time written besides the corresponding misbehaviour (or x2SO written beside name for repeating the same misbehaviour) represents the additional punishment of the child being sent out of classroom (15 minutes). Loss of playtime to be taken from next play. For afternoons

there will be 5 minutes set aside at the end of the day that teachers are free to designate to 'fun' activities – this will be count as the next play so that children start each new day completely afresh. If a child is sent out or a child misses play regularly within a week then teachers will speak to parents to discuss the bad behaviour and the importance of improving behaviour. It is recommended that teachers keep OLs in a folder as a record of bad behaviour.

5.2 referral to senior staff, including the Head teacher's and/or Assistant Headteacher

5.3 When a child's failure to adhere to the rules persists, some form of behaviour chart or log will be devised with appropriate rewards given for behaviour targets being achieved. This will be discussed with parents/carers so that common strategies can be used between home and school

5.4 appropriate action taken by child (e.g. verbal apology, clearing up mess etc.)

5.6 parents/carers spoken to informally or formally to notify and identify ways forward

5.7 playtimes deducted or missed (see 5.1a and Playground Code of Conduct) Pupils are always supervised and the number of occasions monitored.

5.8 unfinished work completed at playtimes/special events. The number of occasions is strictly monitored to deter an unsuitable association between work and punishment

5.9 referral to outside agencies, which often results in a specific monitoring and support programme being put in place and/or referral to outside agencies

6. In the exceptional circumstances where the aforementioned behaviour log / chart does not have the desired improved effect on behaviour, an exclusion – either fixed or permanent - may be considered (which is reported to the governing body/LA as required).

The certificates for rewards and slips for sanctions system can be seen in Appendices 2a – 2d.

## WHOLE SCHOOL CODE OF CONDUCT

This outlines what we believe about how children conduct themselves around the school. The Headteacher outlines this to children and staff in assembly at the start of

every year. It is regularly referred to throughout the school day by staff and pupils, typically in relation to the three golden rules. See Appendix 1.

## PLAYGROUND CODE OF CONDUCT

This outlines how we expect children to behave at break and lunch times. The Headteacher outlines this to children and staff in assembly at the start of every year. A Playground Behaviour Log is maintained with records of both positive and negative behaviours. Children can be awarded certificates at regular assemblies, or miss part or all of their playtime as deemed appropriate.

## MONITORING

1. Rewards and privileges are given fairly. A record of who has received certificates during assemblies is kept by the Headteacher to monitor distribution
2. A careful record is kept to monitor persistent inappropriate behaviour
3. Incidents involving bullying or racist behaviour are taken very seriously at Boutcher C of E Primary School and are dealt with and monitored carefully.

6.5 Exclusions are monitored by the governing body. The Head teacher is required to report exclusions to governors. Governors' meetings are held each term.

6.6 LEA reporting systems to record racist incidents are completed each term.

## LINKS WITH EXTERNAL AGENCIES

If inappropriate behaviour cannot be dealt with using school based procedures, a range of alternative options is available to pupils, staff and parents/carers, including:

- Learning Support Services
- School Psychological Services
- Family Counselling

Referral to these services is made through the Headteacher and SEN Co-ordinator.

## REVIEW

It is the responsibility of the Headteacher to oversee and organise the monitoring and evaluation of behaviour in the school.

The Governing Body is responsible for overseeing, reviewing the Behaviour Policy.