Behaviour Policy

‘Good behaviour is a pre-requisite for effective learning.’

This policy is designed to rationalise discipline and promote good behaviour within the school, to create consistency and ensure fairness. It aims to create a consensus of purpose, so that all members of the school community know exactly where they stand, what behaviour will be tolerated and what will not.

This policy sits under our mission statement and aims for the school.

This policy should also be read in conjunction with the following school policies:

- Special Educational Needs policy
- Policy for Care and Control
- Anti-Bullying Policy
- Single Equality Policy
- Health and Safety Policy
- Attendance Policy
- Home-School Agreement

Aims

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- Determine right from wrong
- Grow in independent thought and judgement
- Take responsibility for their own actions

These aims relate directly to behaviour and discipline in school. They should always be reflected in classroom practice and in the varied activities that take place within the life of the school.

This policy has been compiled by all staff, governors and pupils. The following rights and responsibilities of pupils and staff have been identified:

Staff Rights

- To be treated with respect
- To be allowed to teach effectively
- Personal safety
- To be allowed to protect children from harm
- To gain job satisfaction
- To have a safe, happy working environment
- Effective training and development
- Support from senior management, colleagues and parents
Staff Responsibilities

- To treat others with respect
- To listen to children and respect their culture, views and opinions
- To be a good role model, creating a positive ethos by the way we dress, by our attitude towards others, how we speak to people and how we display children’s work
- To have high expectations
- To provide a tidy, organised and safe learning environment
- To maintain security and ensure potential risks are reported
- To teach effectively and maintain and organise resources
- To keep parents informed and work in partnership with them
- To celebrate achievement
- To maintain high professional standards and support colleagues
- To make effective use of training and development opportunities

Pupil Rights

- To be listened to, and allowed to explain and express themselves
- To be treated equally and with respect, regardless of individual differences
- A safe environment
- Work appropriate to their needs and abilities and appropriate resources
- A well organised classroom
- A quiet and purposeful working environment
- Praise and encouragement
- An enjoyable school experience

Pupil Responsibilities

- To listen to others
- To treat everyone equally, and with respect, regardless of individual differences
- To allow others to listen, learn and get on with their work
- To complete work and homework
- To move around school carefully, considering the safety of others
- To sort out disagreements without fighting
- To be tidy and well organised, and responsible for their own possessions
- To work in a quiet and purposeful way, maximising learning opportunities
- To have high expectations of themselves and others
- To celebrate achievement, both theirs and their peers

Rights do not exist in a vacuum; they can only happen if others take responsibility for protecting those rights. All sections of the school community at Brindle St James’ have rights, and therefore responsibilities.

Class/Playground Rules

The school rules are agreed with the whole school at the beginning of the academic year and are then displayed in each classroom.

We at Brindle James’ C.E. Primary School agree that:
• We should always treat others how we would be expected to be treated ourselves – with respect and kindness
• We always show smiles and kindness to everyone
• We always say please and thank you and display our very best manners
• We always let others join in when we are learning and playing
• We always play safely and sensibly
• We always keep our ears open and listen carefully to others
• We always walk sensibly around school
• We always look after our school and put our litter in the bin or recycle it
• We always treat one another’s possessions with respect

**Lunchtime**

• Welfare assistants do not have the same status as teachers so the Headteacher/Assistant will always be available to support them at lunchtime.
• Welfare assistants also use the School Behaviour Policy
• Children who persistently misbehave at lunchtime may be required by the Headteacher to go home during this period.

**Outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regular pupils' behaviour in these circumstances ‘to such an extent as is reasonable’. Any non-criminal bad behaviour and bullying which is witnessed by a staff member, or reported to the school, will be dealt with in the same way as if on school premises when a child is:
• Taking part in any school-organised or school-related activity
• Travelling to or from school
• Wearing the school uniform or is in some way identifiable as a pupil from Brindle St. James’

**How we encourage good behaviour**

Staff and Governors at Brindle St James’ recognise that the following factors encourage good pupil behaviour; therefore we will aim to ensure that these are in place:

• a well ordered, safe environment
• appropriate and stimulating tasks
• good classroom management
• positive peer group pressure
• positive feedback and rewards - lots of praise and encouragement
• parental support
• equal gender expectations
• positive self esteem
• self - discipline
• a system of reporting worries
• clear boundaries; expectations and consequences
• positive role models
• an enjoyable experience
• a calm atmosphere
But we also recognise that the following factors are possible causes of misbehaviour, and so will aim to eliminate, negate or make allowances for these factors where possible:

- less structured environment
- inappropriate work
- negative peer group pressure
- lack of parental support
- unequal gender expectations
- external factors (eg social factors)
- inconsistent sanctions, conflicting messages
- a negative approach from adults
- seeking attention
- poor self esteem
- learned behaviour
- physical factors - poor diet, fatigue
- immaturity - lack of self-discipline
- medical, psychological reasons

The following rewards systems are also in place at Brindle St James’ to encourage good work and behaviour:

**Praise**

A teacher’s positive response to academic performance and social behaviour is crucial. Although teachers do use more praise for academic performance than reprimands, research shows that this is not true of social behaviour.

We will aim to praise good and acceptable behaviour far more. Although improvements by children who regularly misbehave will be small at first, we will aim to notice and respond to it.

**Stickers**

Use of more tangible rewards such as stickers can be an incentive. Stickers can be used by teachers and teaching assistants. Lunchtime supervisors have their own design of stickers to reward good behaviour. The Headteacher will have her own design of sticker to reward children sent to her by class teachers or identified by her.

**Gold and Silver Awards**

As part of the traffic light system (see later section on unacceptable behaviour) all children start off the week on white, this denotes acceptable behaviour. If a child demonstrates particularly good behaviour or manners they may be moved up to the silver star; if they show exemplary behaviour or manners they can be moved up to the gold star. At the end of the week, those children on the Silver Star will receive a silver sticker in Celebration Assembly in recognition of this, and those on the Gold Star will receive a gold sticker and a certificate.

**House points**

The children can earn House Points for effort in lessons and good work. Charts recording each child’s points for the month are displayed in classes. The total points for each House are calculated for the final Celebration Assembly of the month when the winning House is announced. All pupils in this House are awarded an extra 10 minutes playtime that afternoon.
Super Pupil Award

Super Pupil Award certificates are awarded each week. These are nominated by the class teacher and other members of staff for the pupil in each class who has shown outstanding behaviour, manners or effort. These certificates are presented by the Headteacher each Friday during Celebration Assembly. The child who is awarded Super Pupil is also given 5 House Points to add to their team’s score for the month.

Super Pupil of the Month

A Super Pupil of the Month certificate is awarded to one pupil in the school who has shown outstanding behaviour, manners or effort. This certificate is presented at the final Celebration Assembly of the month. The child who is awarded pupil of the month is also given House Points to add to their team’s score for the month.

Unacceptable Behaviour at Brindle St. James’

Sanctions or punishments should:

- Make it clear that bad behaviour affects others and is a serious offence against the school community
- Never be humiliating or degrading
- Not to apply to a whole to a whole group for the activities of individuals
- Be in proportion to the offence
- Be consistently applied by all staff to help to ensure that children and staff feel safe and supported

At Brindle St James we use the following sanctions: the class teacher deals with most behaviour difficulties. The teacher’s aim will be to settle the child back to work in a firm but caring manner.

The school consistently employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. A system of green, yellow and red warnings and a clear progression using the 5 staged approaches to sanctions is followed.

<table>
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<tr>
<th>5 STAGED APPROACH</th>
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<tr>
<td>Type of inappropriate behaviour</td>
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<tr>
<td>Low Level (isolated)</td>
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<td>Low Level (frequent)</td>
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<td>Serious (isolated)</td>
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<tr>
<td>Serious (frequent)</td>
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<tr>
<td>Very serious</td>
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The children are very clear about this cumulative progression and understand the consequences of their behaviour.

A verbal warning is given first, with the child given clear direction about which behaviours are unacceptable. A second verbal warning (name placed in the green zone of the traffic light) then follows this.

If behaviour continues, the child’s name is placed on yellow on the traffic lights. They may be asked either to move to a place nearer the teacher, or to sit on their own. They will be additionally asked to complete a "Think Sheet" for 20 minutes during the day in order to reflect upon their behaviour. The teacher will then be required to write the child’s name on the behaviour book.

If the behaviour persists, the child’s name is placed on red on the traffic lights. This results in the loss of break time, with work or a "Think Sheet" to complete. The teacher will then be required to write the child’s name on the behaviour book. A letter will also be sent home informing their parents of their children’s behaviour with a reply slip.

If a child misses more than one break time in a week, they report to the Headteacher. This may result in the withdrawal of certain privileges.

The head teacher monitors children who are reported to her more than once a week, or on a regular pattern, and will then contact parents by letter in order to discuss this matter further, and to decide upon a suitable course of action.

There may be occasions when the behaviour of a child is too disruptive or serious enough to warrant a departure from this progression of sanctions. This may mean a child is removed from the classroom immediately, or may be reported straight to the Headteacher.

**Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from their classroom for the rest of the day
- A letter to parents informing them of the problem
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child’s behaviour
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LEA
- Parents have the right of appeal to the Governing Body against any decision to exclude

**NB** A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

**Confiscation of inappropriate items**

As part of the general power to discipline, the law permits a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment. At Brindle St. James’, if items are confiscated, they are to be kept in the Head teacher’s office. The Head teacher will make the decision whether to dispose of the items or contact parents to come into school to reclaim them.

Children are not allowed to have mobile phones in school.
Staff can search for ‘prohibited items’ without consent. These include:

- a) Knives and weapons
- b) Alcohol
- c) Illegal drugs
- d) Stolen items
- e) Tobacco and cigarette papers
- f) Pornographic images
- g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed in to the police.

**The role of the Headteacher**

The Headteacher has the overall responsibility for discipline throughout the school. She sets the ethos of the school by his/her actions, and should demonstrate good practice when dealing with children, giving the correct lead to other members of staff. She is also obviously the ultimate deterrent and reward for the children, as visits to the Headteacher can be either rewarding or uncomfortable for them. In either case, this option should not be overplayed by staff, as the effect can be diminished by over-use.

The main elements of the Head teacher’s role are:

- To support staff in their efforts to maintain a disciplined environment.
- To record serious incidents of misbehaviour and bring these to the attention of parents.
- To give advice on particular strategies to use when dealing with children who are causing problems.
- To liaise with parents, governors and other agencies if the need arises, to improve the behaviour of particular children.

**The role of Parents**

Parents/Carers have a vital role to play in their children’s education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain our expectations in the school prospectus, and we expect parents/carers to read these and support them. All parents and children are expected to sign the Home - School Agreement. We expect parents/carers to support their children’s learning and to co-operate with the school. We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have any concerns about their child’s welfare or behaviour.

**The Governors’ Role**

‘... The head teacher has a statutory responsibility for taking measures to secure good behaviour, but the governors have powers to draw up a written statement of general principles to guide the head. Because of the breadth of interest it represents, the governing body can give valuable help in setting high standards.’

*School Governors: A Guide to the Law (DfEE)*

Governors at Brindle St James’ have a three-fold role:

- To support the Headteacher and staff whenever possible in disciplinary matters by appreciating pressures upon the staff, and understanding the difficult nature of the job.
• To communicate to the head and all the staff the high standards of behaviour they expect.
• To act as an independent body to which parents can appeal in the event of a dispute.

**Monitoring Arrangements**

This policy will be reviewed by the Headteacher. She will monitor the effectiveness of this policy, and the response of parents, children and staff to it, she will report to the staff and curriculum committee of the governing body. This policy will be reviewed annually.