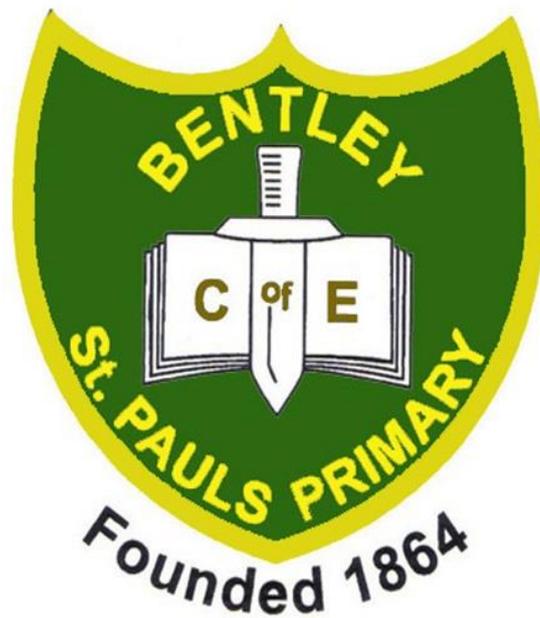


# BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

## BEHAVIOUR POLICY



*'Growing together in faith, love and trust, we will succeed.'*

Date of Policy: September 2016

Date of Review: September 2017

## Introduction

Bentley St Paul's is a kind and caring school. We want children to work hard and to be kind and respectful. We want the teachers, support staff and all adults in school to be caring, firm and fair towards the children. All our school relationships should take place within the context of our Christian environment, reflecting our core values and should uphold the school mission statement:

*At Bentley St Pauls' we value all children as special. We aim to provide a warm, friendly, secure and safe environment in which everyone can reach his or her full potential. We want all children to develop academically, socially, emotionally and spiritually. In order to do this, we are committed to providing the highest quality of teaching and learning. We strive for excellence in all aspects of school life. This includes the development of the children spiritually, through a deepening sense of their own value, an appreciation of the person of Jesus and a true understanding of the contribution they can make to society.*

### **Aims of this policy:**

To ensure that there is a consistent approach to behaviour management throughout the school

To promote the use of positive behaviour management strategies throughout the school

To reduce the likelihood of inappropriate behaviour

To identify and address behavioural difficulties as soon as they arise, rather than have to deal with more significant and intractable problems at a later date

To ensure that the Christian values of the school : Friendship, forgiveness, trust, peace, wisdom, responsibility and respect and reverence are at the core of behaviour management and the teaching of children in all areas of social responsibility.

To help children develop self-respect and growing self-confidence, to learn good social skills including problem solving and negotiation.

### **To achieve these aims, as a school we will support:**

A whole school behaviour policy

A balance of sanctions and rewards

A whole school curriculum of PSHE which promotes good relationships and respect for others

Effective classroom management

An effective partnership: with pupils, parents and carers, non-teaching staff, governors and outside agencies.

Regular training, including discussion on case studies for all adults, on effective and positive behaviour management.

**We are committed to raising the self- esteem of children**

**We are committed to taking all incidents of bullying seriously**

**We are committed to taking all incidents of racism seriously**

Behaviour at our school:

In the classroom children should be ready to work hard, the teacher should provide stimulating lessons with appropriate work. We expect that the children will be polite and respectful to the teacher and any other adults. When they want attention they should raise their hand, unless guided otherwise by an adult. They should wait patiently for attention, not move around the classroom without purpose or at the wrong times. Children should respect each other and they should feel valued and cared for by the teacher.

New class expectations:

When the teacher starts a new year with a new class, it is expected that the class agree classroom rules together through discussion. These should be displayed and referred to during the year. The children should be reminded of expectations, sanctions and reward systems in that classroom. The teacher should make these expectations clear, so the children know what to expect if they behave in certain ways. Our Christian values should be reflected in our classroom rules and expectations.

The Playground:

In the playground it is most important that children play well together, respecting each other's rights. Children should always treat the mid-days assistants with respect, the mid-day assistant will mirror this respect, following clear guidelines(below) for positive behaviour management. The children should be encouraged to play well together, and should always try to include people who want to join the game. We want every child to feel happy at playtime and that means they should always have someone to play with should they wish. We expect older children role model appropriate behaviour to the younger children in the way they act, line up and play together at playtimes.

Actions

- Play-pals group led by Team captains (who will guide children in play, introducing ideas for games and play and helping identifying children who may need a playpal) – A Play-pal is a volunteer child who wears a red slash so other children know they are available to offer advice on games to play and to be a friend to play with.

The corridors:

Children should always walk in the corridors in the interests of safety. Children running in the corridor will be asked to return to start and walk in an appropriate fashion. If seen running again they will be given a red card (referred to in policy).

### The Dining room:

It is important we expect high standards of behaviour at lunchtime whilst remembering it is a different situation to the classroom.

*We expect children to be:*

Kind, polite to other children and adults, look after school equipment, care for the environment and respond positively to adults.

Midday assistants will reward children who have achieved these expectations with raffle tickets (referred to in policy), stickers and verbal praise.

### Managing behaviour at playtimes and lunchtimes

#### Playtimes:

A member of staff will be on duty in the playground, with a Teaching Assistant also on rota to assist and to focus on supervising the adventure playground equipment for safety.

All children will be expected to behave as outlined in the playground section of policy.

Children will be rewarded with praise from adult.

All children will stop on first whistle and stand still; this is reinforced in assemblies to make all children aware.

On the 2<sup>nd</sup> whistle they will walk to their class lines, picking up litter and play equipment on their way.

All children will line up and wait patiently for their teacher to take them into lessons.

#### Lunchtimes

At lunchtimes, children are supervised by a team of Midday assistants; class teachers are available to assist with more difficult behaviour issues.

#### Rewards and Praise

In the dining room, the children's expectations are clear – these expectations are clearly displayed in hall and communicated to children regularly in assemblies. Rewards are given by Midday assistants to encourage children to eat their lunch and to behave appropriately in the dining room. In KS1, the children receive a sticker for eating all their lunch, they collect these and at an agreed limit they can then visit the Head teacher for an extra reward. Children in KS2 receive raffle tickets for behaving appropriately in the dining hall and playground and at the end of the week, tickets are drawn in the end of week celebration assembly and prizes are given. Our focus at Lunchtime is to reward good behaviour and children who are setting a positive example. In addition there is a display in school of photos of children who are displaying positive behaviour.

Middy assistants are encouraged to praise the children verbally for good behaviour, positive playing, being kind and respectful.

*If expectations are not met:*

If children are not displaying positive behaviour the Middy assistants have a clear policy for dealing with this behaviour, this policy has been discussed with children in assembly and will be revisited termly to ensure children are clear.

- Unsociable behaviour for example: being unkind verbally, not playing collaboratively or using unkind words. Children will be given a yellow card for this type of behaviour, this is a warning, their name will be written in a book and they will be asked to remain out of play for 5 minutes (time out – this will be in a safe place in sight of adult but away from peers)
- If this behaviour continues after a warning has been given, the child will be issued a red card, this means they will be taken to the office to stand and wait for a member of the teaching staff, Deputy Head or Head teacher.
- Immediate red cards will be given for behaviour that Bentley St Paul's considers unacceptable, such as hitting, kicking, spitting or not doing as asked by a Middy assistant.
- Yellow cards and red cards are monitored by Middays and SLT and it may be deemed necessary to contact a parent to discuss continued negative behaviour.

### Assembly

Children should enter and leave quietly, be dressed in correct uniform and sit and wait patiently for assembly to begin. Shirts should be tucked in, correct school shoes should be worn; children will be asked to re-enter the hall if these expectations are not met and they are considered not 'ready' for assembly.

### If a children is unhappy in school at any time

- Children should feel they can approach the Headteacher, Deputy head, class teacher or Middy assistant for support
- Class teachers will attempt to resolve problems in school, they may refer to SENco for support or discuss the child's issues with parents if appropriate
- There are worry boxes in every classroom which children can use to express their worries – these will be checked regularly by teachers and acted upon.
- PSHE teaching covers a wide range of issues in school and gives children opportunities to discuss their worries in groups.

*All children should feel safe and happy at school.*

### Clear expectations for behaviour

At Bentley St Paul's we have clear expectations for behaviour and these are made clear to the children.

- Children will be respectful towards adults at all times

- Children will respect one another
- Children will look after school property
- Children will seek to resolve differences in a friendly way
- Children will work hard in lessons
- Children will play with good manners on the playground and include all those who want to play wherever possible
- Children will be kind and have good manners in all they do
- Children will be taught to understand the needs of others and to be forgiving
- Children will learn through the teaching of our Christian values the rewards of friendship, trust and peace.

All staff have these expectations, regular consultations are held in meetings to discuss behaviour management. Behaviour is monitored within class; Middays have a close communication system with SLT to discuss behaviour at lunchtime.

### Raising self esteem

By raising self-esteem in children it is proven that negative behaviour can be reduced.

Display or publishing of children's work

- Each classroom has a WOW work display, this celebrates individuals work.
- Work is regularly published in the school newsletter to celebrate achievement
- Verbal praise throughout school from all adults and peers through peer marking and evaluation
- Each Friday the school has a Good work assembly where children are given an opportunity to show work to their peers.

### Positive marking

- Limit corrections, avoid crosses
- Always comment on a positive as well as tips for improvement
- Ask the SENCo for guidance on marking work produced by children with SEN
- Take guidance from the marking policy

### Celebrating children's achievements

- In class, children should have the opportunity to share things they are proud of achieving outside of school – these could be displayed
- Good work assembly – 2 children from each class are given a golden leaf each week for different achievements, these could be for work achievements or for social achievements such as being kind. At the end of the term, a platinum leaf is presented for positive behaviour or work all term. These are displayed in the school entrance on the golden leaf tree. The children's names are published in the weekly newsletter and a certificate is sent home detailing the reason for the reward.

- Sports, music and other rewards are presented in assembly by the Head-teacher.

#### Showing pupils they are trusted

- Children are given responsibilities within the classroom
- In year 6, there are specific roles and responsibilities
- Bentley St Paul's has a dedicated school council, where children are asked for their opinions and asked to contribute to the positive atmosphere at school

*At Bentley St Paul's we are committed to raising the self- esteem of all children and rewarding positive behaviour*

#### Rewards

Informal, low key rewards

*When exemplary behaviour is observed*

- A private word or public word of appreciation
- A positive comment written on children's work
- Stickers and praise
- Classroom rewards
- Tell colleagues, so they can reward the pupil verbally
- Sending children to Deputy Head-teacher or Head teacher for verbal praise or sticker
- Sharing the good news with parents either verbally or via the home school diary
- Good work assembly – as detailed above

#### Formal rewards

- In KS1 – Star of the day
- Team points given out regularly
- Class certificates
- Children with the highest team points for the week sent to Mrs Putt for certificate
- Head teachers awards
- Golden leaves – as detailed above
- Writers of the week etc – KS2

#### Managing behaviour with sanctions

When expectations are not met:

- Children are given a non-verbal communication signal that the adult is not pleased, this may be a look of displeasure at their behaviour.
- If behaviour continues, child will be given a verbal warning that if behaviour continues, there will be a consequence

- If behaviour still persists, the child will be given minutes, ranging from 2 minutes to 15 minutes, this is clearly displayed in all classroom and means the child has to reflect on their behaviour during their free-time (break-time and lunchtime)
- If adult feels the negative behaviour is continuing then the child may be asked to leave the classroom to reflect on their behaviour, this is clearly explained to the child in the form of time out – and is limited to a small amount of time in order for child to have the opportunity to reflect. For example – learning in a different area for 20-25 minutes and then given an opportunity to return and change their behaviour.
- In extreme cases of negative behaviour continuing to be displayed the child may be sent to the KS leader (Mrs Larkin – Reception/KS1, Miss McCann –KS2) There they will discuss their behaviour and be asked to explain and have a consequence which will involve reflecting on their actions.
- In more extreme cases – the child will be sent to the Head-teacher (Mrs Putt)
- When these sanctions fail repeatedly, consultation will be sought with parents to seek a resolution, and would involve the SENco to consider a behaviour management programme. Behaviour management programmes would be devised on a case by case basis and all children would be dealt with as individuals.
- Continued negative behaviour may result in an internal exclusion – this would be at the discretion of the Head teacher and in full consultation with the parents.
- In extreme cases an external exclusion may be deemed necessary by the Head teacher – this will be in consultation with the parent who would be informed verbally and in writing. An external exclusion would be for a fixed number of days dependent on the nature of incident and again would be agreed between the Head teacher and parent.
- It is the policy of Bentley St Paul's that if a child has been externally excluded they may be excluded from any residential trips within that academic year at the discretion of the Head teacher. Each case will be treated on an individual basis with parental involvement throughout.

*At all times during sanctions, it will be made clear to the child that it the behaviour that is not liked not the child. We as adults will encourage reflection on negative behaviour.*

### **The parents' role**

*Parents have a vital role in promoting positive behaviour and thus effective home/school liaison is essential.*

*We will inform parents of behaviour issues that may have occurred during a school day and with longer term issues we will keep them informed of sanctions, behaviour plans and rewards that have taken place.*

*We expect that parents support us to manage behaviour and promote and reinforce the values of the school at home.*

*We expect that parents should inform us of any issues which may affect their child's behaviour within school, such as illness, behaviour issues at home, trauma.*

*We also expect that parents recognise that like all of us, their child may be guilty of inappropriate behaviour and to consider a balanced approach to resolving issues. In addition, parents should consider that on occasion it can be difficult for staff to establish the facts of an incident and all adults should approach situations in a tolerant and forgiving way.*

***At Bentley St Paul's we are committed to consistent, fair and reflective behaviour management.***

***We will achieve this through clear expectations outlined in this policy. This policy will be implemented through staff meetings, general discussions and Senior Leadership Team meetings.***