



Behaviour Guidelines

Name of child: _____

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

- Positive behaviour is not automatically learned but needs to be taught and supported by staff, parents/carers.
- Classroom behaviour can change and we as teachers can assist children to manage their behaviour effectively.
- All children have the right to be treated as an individual and their own needs addressed appropriately.

Aims

- For staff to be good role models, to co-operate and support each another and treat everyone with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers should establish consistent levels of acceptable behaviour with the support of parents/carers, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are shared with parents/carers and child

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents/carers and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to make a reasonable contribution to the cost.

Our Code of Conduct is:

At Beckstone Primary School, I will

1. Take Care of Myself

- Keep myself safe and play where I have been asked to play.
- Make sure an adult is with me if I need to stay in school.
- Talk to a trusted adult if I need to.

2. Take Care of Others

- Be kind.
- Work collaboratively and manage my distractions.
- Show respect to everyone in my school community.

3. Take Care of my School

- Take care of all equipment in and outside of school.
- Use the litter bins.
- Make my school proud of my behaviour when on trips.

Children's own rules are displayed in their classrooms in the form of their Class Charter.

2. **Our Listening Code**

When I am asked for my attention I:
Stop what I am doing
Look at the teacher
Keep quiet and still
Listen to instructions

3. **Our Line up Code**

When I am asked to line up I:
Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Listen to instructions

Behaviour Guidelines

In Beckstone Primary, staff do not use shouting as a means of classroom management. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc. and in the case of avoiding injury.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Behaviour Management and Handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Some staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. i.e. removal of a class point, loss of Golden Time, exclusion from Lunchtime Club in the Rainbow Room.

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!'

Children observed behaving appropriately, politely and considerately, i.e. lining up quietly etc, should be thanked, praised or rewarded with a class point.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently and pass on any relevant information to the child's class teacher.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Some children have an **eye card** which they present to a member of staff, who will then in turn be vigilant of that child playing. Please keep an eye on me today.



An internal bell rings one minute before the end of play to inform other staff of the imminent end of play. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staffs do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Staff bring children into the building a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point'.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, the head teacher may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children should not be in school during playtimes unless they are going to the toilet or are supervised by an adult.

Children may bring balls or equipment from home for use at playtimes but may use those supplied by the school too. Footballs should be lightweight and small and should only be used on the KS2 yard or in the football cage or the field in appropriate conditions at the discretion of the duty teachers. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines

Rewards

All classes with the exception of EYFS, use Golden Time as a reward system. Children begin the week with 30 minutes and can lose 5 minute blocks of time if they make choices which disrupt learning and break school rules. Teachers also use individual reward systems in their own classes to reward teamwork, BLP behaviours and effort.

Class points are used and rewarded every week.

A variety of achievement rewards are in place for creativity, sporting behaviour and outside interests. These are celebrated in assemblies.

Behaviour Guidelines

Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Behaviour Management and Handling'

- If physical intervention of any kind is required then a 'Record of Positive Physical Handling or Intervention' is completed.
- Any other incident deemed 'serious' or resulting in injury should be recorded in Scholarpack under Incidents.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. . **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with Steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

Use normal strategies:

e.g. Polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

| Step | Actions | Consequences |
|---|--|--|
| 1 | <p>GIVE A FINAL WARNING 'This is your final warning. Do you understand?'</p> | <ul style="list-style-type: none"> By receiving a final warning – the child loses 5 minutes Golden Time |
| 2 | <p>TAKE ACTION</p> <ul style="list-style-type: none"> Child sent to designated chair/area of classroom. 5-10 minutes sitting alone in order to work, reflect, calm down etc without causing disturbance. When the time is over, the child is asked "Are you ready to learn?" | <ul style="list-style-type: none"> Removal of another 5 minutes Golden Time If the behaviour occurs once more in the session, remove Golden Time again so 10 minutes in total has been lost. |
| <p><i>If behaviour improves return to lesson.</i> <i>If not or if child refuses, move to Step 3</i></p> | | |
| 3 | <p>RECORD ON CPOMS</p> <ul style="list-style-type: none"> Child escorted to designated colleague. <p>For regular incidents - three times in a week</p> <ul style="list-style-type: none"> Class teacher to contact parents to inform them that behaviour is a cause for concern. Class teacher to meet with DC/AN and consider Home/ School Positive Behaviour Record. JY/ AN /DC to observe in class 3 times across a week to identify areas of concern / possible causes/ appropriate targets Access to extra-curricular/enrichment activity linked to improvement. | <ul style="list-style-type: none"> Removal of another 10 minutes Golden Time Up to 1 hour/session working alone without causing disturbance. |
| <p><i>If behaviour improves return to class.</i> <i>If not or if child refuses, move to Step 4</i></p> | | |
| 4 | <p>RECORD ON CPOMS</p> <ul style="list-style-type: none"> Child escorted to Team Leader/Head. | <ul style="list-style-type: none"> Up to half a day working alone without causing disturbance. Playtime and lunchtime in The Rainbow Room |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • For regular incidents - three times in a week • Home/School book established • Class teacher to meet with DW/JY/ AN/DC : consider Early Help and referral to multi agencies i.e. Behaviour Support/Ed Psych etc. • Class teacher to arrange meeting with DC and with parents to investigate possible causes/alternative strategies. • i.e. parents working alongside child, reduced school day etc. • Access to extra-curricular / enrichment activities dependant on progress. | |
| <p><i>If behaviour improves return to class. If not or if child refuses, move to Step 5</i></p> | | |
| <p>5</p> | <p>PASTORAL SUPPORT PROGRAMME RECORD ON CPOMS</p> <ul style="list-style-type: none"> • Teacher completes a Behaviour Assessment Profile (SEN file in Staff Files/Shared Area) to identify areas of strength and concern. • Class teacher to arrange meeting with DC and with parents and child to agree the way forward. • Daily feedback to child and weekly feedback to parents either by phone or meeting. • Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. • Consider Statement of Special Needs. • Length of this Programme to be decided- a minimum of 2 weeks to a maximum of 20 weeks, and reviewed fortnightly by class teacher and DC. Is it effective? | <p>PASTORAL SUPPORT PROGRAMME</p> <ul style="list-style-type: none"> • Three clear realistic targets are put in place with rewards and consequences outlined |
| <p><i>If targets are achieved remove from PSP. If PSP failed, move to Step 6.</i></p> | | |
| <p>6</p> | <p>Headteacher, ESM and Class teacher Behaviour Contract RECORD ON CPOMS</p> <p>A last step before exclusion</p> <ul style="list-style-type: none"> • Meeting with parents and child • Clear specific rules which the child must uphold in order to remain in school – formally recorded as a Behaviour Contract • Reviewed weekly. • Parents and ESM involved. • Length of this Programme to be decided- a minimum of 2 weeks to a maximum of four weeks. Then move onto Pastoral Support Programme | <ul style="list-style-type: none"> • Further sanctions an immediate consequence of breaking the contract. (Step 7) |
| <p><i>If behaviour improves return to PSP If not move to Step 7.</i></p> | | |
| <p>7</p> | <p>Headteacher, ESM and Class teacher RECORD ON CPOMS</p> | <ul style="list-style-type: none"> • Internal Exclusion (up to 5 days) |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • Parents and ESM involved. | <ul style="list-style-type: none"> • Child has no contact with own class or classmates. • No access to playground, extra-curricular or enrichment activity. |
| <i>If behaviour improves return to class on a Behaviour Contract or PSP.</i> | | <i>If not move to Step 8.</i> |
| 8 | Headteacher RECORD ON CPOMS <ul style="list-style-type: none"> • Parents and LA informed by letter. • Upon return to school, child stays on Contract for a minimum of 2 weeks. | Fixed Short Term Exclusion (up to 5 days per term) |

Step 9 (Headteacher)

Fixed Long Term Exclusion (up to 45 days per year).

- Parents and LA informed by letter.
- Head and Governors meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Governors either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

See also "Lunchtime Policy"

Troubled children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the usual rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
"To stay on task at all times" is not a realistic target for a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either :

- To make targets more difficult as behaviour improves,
- To set new areas to tackle or
- To remove completely from report.

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else

