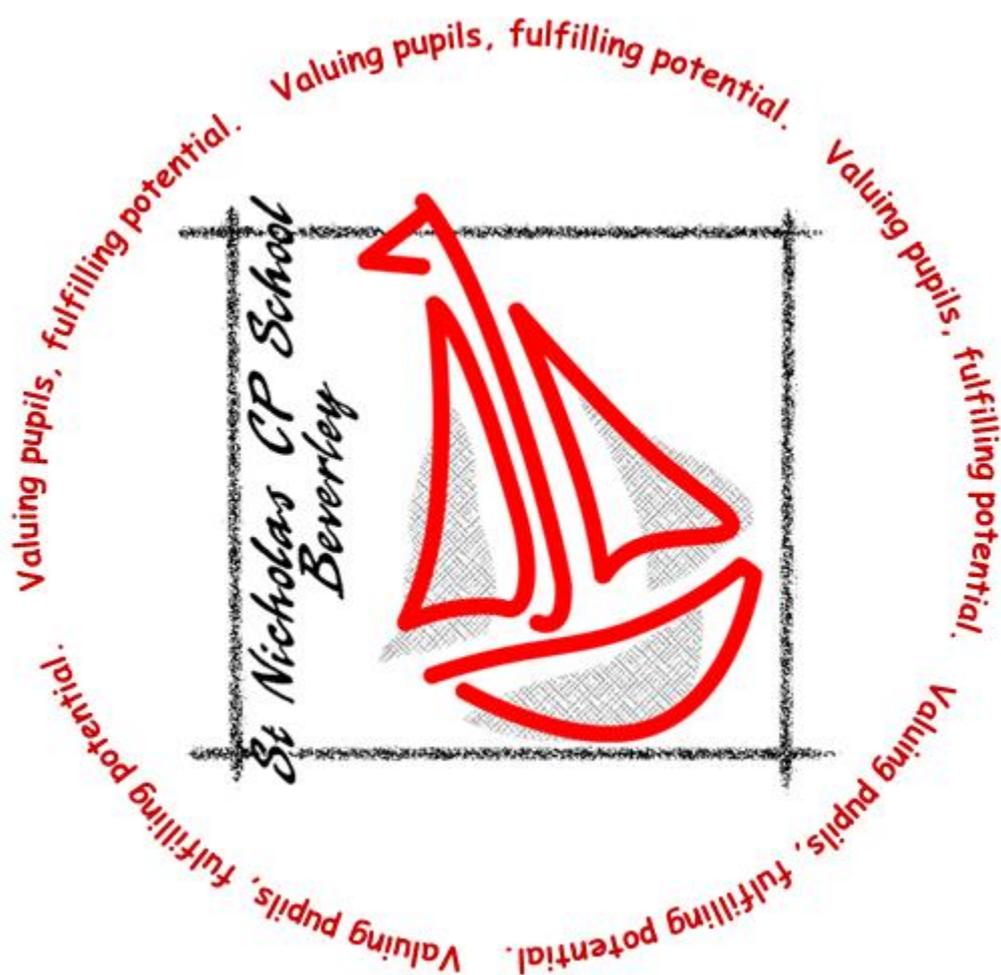


Beverley St Nicholas Community Primary School



Behaviour Policy

The Governors, staff and pupils of Beverley St Nicholas Community Primary School believe that good behaviour and discipline are essential to successful teaching and learning. Staff, through their positive attitudes, expectations and respect for others will encourage pupils to become motivated, independent and self-disciplined individuals.

Inappropriate and anti-social behaviour of any sort is unacceptable and therefore we take our duty to manage behaviour very seriously; and will deal with unacceptable behaviour through the processes outlined in this policy

School Vision Statement

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve his or her full potential.

Aims of the Behaviour Policy

- To fulfil the school vision statement (see above)
- To foster a culture of positive behaviour management where all achievements are acknowledged and valued
- To encourage increasing independence and self-discipline so that all children learn to make the right choices in their behaviour and learning
- To have a consistent approach to behaviour throughout the school
- To liaise closely with parents/carers about their children's behaviour

Staff responsibilities are to:

- treat all children with respect and use firm, fair and consistent approaches to positive behaviour management
- be a good role model demonstrating positive relationships and interactions with all adults in the school community
- raise children's self-esteem and develop their potential
- provide an interesting, challenging, relevant and differentiated curriculum
- form good relationships with parents/carers so that children can see that key adults in their lives share a common aim
- take shared responsibility for all children within the school

Children's responsibilities are to:

- take pride in themselves, their class and their school
- learn to the best of their abilities and allow others to do the same
- treat everyone with respect
- follow the instructions of all adults at the school
- follow the Code of Conduct

Parent/Carer's responsibilities

- to make their children aware of appropriate behaviour in all situations e.g. good manners, pride in their work and politeness
- to show an interest in all that their child does in school
- to foster good relationships with the school
- to support the school with the implementation of this behaviour policy

Governor responsibilities

- The Governing Body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness through the Governors' Disciplinary Committee as and when necessary
- Governors will support the Head teacher in following the aims of this Behaviour Policy

Playground Peacemakers responsibilities are to:

- Support other children in the playground and around the school to resolve minor disagreements

Creating a culture of Positive Behaviour Management

Merits

These are awarded for positive behaviour choices and to recognise children's efforts and achievement within their work.

For every 20 merits a child receives a certificate in a Key Stage achievement assembly and for every 100 merits they receive a book (which they choose).

GAFA's (Good and Friendly Attitudes)

Awarded by Lunchtime Supervisors. These are stickers that go on to a chart and add up to earn rewards

Achievement Assemblies

Every week, each class teacher, in consultation with Support Staff, awards a certificate to two children in each class to reward effort, achievement or good behaviour. This is celebrated in the achievement assembly. Each term three children from each class are selected to receive a certificate recognising their achievement, effort or citizenship. This is presented by the Head teacher at a whole school assembly.

Postcards or telephone calls home

Postcards will be sent home or phone calls made when a child has demonstrated exceptional effort, achievement or positive attitude to school and or learning

Class Rewards

Within classes teachers establish their own age appropriate reward systems in consultation with the children e.g. star of the day; pebbles in a jar; table points; minutes towards 'Golden Playtime'.

Top Table

Lunchtime staff choose six children each week who have made the right behaviour choices to join the headteacher on the top table each Friday.

Restorative Practice

We encourage children to take responsibility for their actions. We want them to understand that sometimes things go wrong and when they do go wrong it is important to put things right or to make up for what has happened. We will give those

that are feeling hurt a chance to explain how others' actions have made them feel and the emphasis is very much on making sure that the children understand that the incident will be dealt with fairly. We hold regular 'check ins' and 'check outs' so that all children can have a voice and their contribution can be valued by all in the class.

Foundation Stage

Children in the Foundation Stage are rewarded for achievement, effort and good behaviour choices through a system of 'stickers on bookmarks'. Coloured bookmarks are used and children have to gain 10 stickers on a particular colour before it is laminated to take home. At this point the children move onto the next colour as they progress through the reward display board which clearly shows the accumulation of rewards. Using bookmarks and giving the children the choice of sticker they want is something the children experience and therefore is something they have a good understanding of. It is a tangible reward which is ideal for children between the ages of 3-5 years.

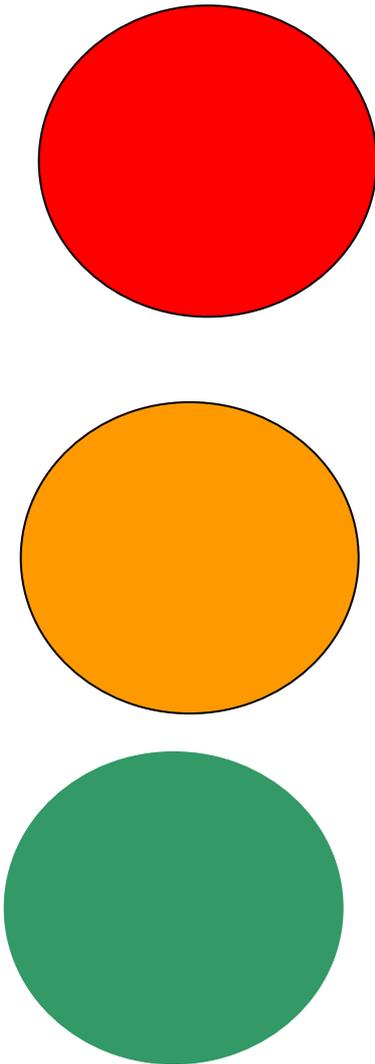
The use of stickers also supports the Mathematics Curriculum as children count how many stickers they have and then move on to working out how many more they need to get to 10. For the Foundation Stage, bookmarks are the equivalent of 'merit point certificates'.

When inappropriate behaviour is displayed in the learning environment, children will be spoken to by individual members of staff and reminded about the classroom rules and behaviour expectations. If inappropriate behaviour persists, children will be asked to sit on a 'time out' chair (two of which are centrally positioned in the classroom). These chairs are never referred to as 'naughty chairs'; just as the term 'naughty' is not used by practitioners. Having a two minute 'time out' enables the child to be taken out of the situation they are struggling with. It gives them thinking time and allows the adult involved to talk to them more fully to explain why the displayed behaviour was not appropriate. No matter how young the children are, it is important that they are given reasons why some behaviour choices are not acceptable within our learning environment.

If patterns of inappropriate behaviour persist, a member of staff will speak on a one-to-one basis with the parent(s) of the child(ren) involved. If a child has been hurt due to the action(s) of others; a conversation will take place between staff and the relevant parent(s) to ensure that all issues that may arise, are dealt with on the same day.

Good to be Green (for minor low level classroom disruption) KS1 and KS2

Inappropriate behaviour (behaviour which goes against the classroom code of conduct) is dealt with firmly, fairly and consistently across the school. Wherever possible positive behaviour management will be used and all issues will be dealt with calmly.

**Key Issue:**

Each session is a 'new start' and all back in Green

Stage 1:

Child is given a reminder about making appropriate choices

Stage 2: If a child continues to make inappropriate choices they are moved into orange by an adult for ten minutes and told what to do to move back into green. If within the ten minutes the child improves their behaviour they are asked to move their name back into the Green circle and given praise for making the right choice

Stage 3: If the child continues to make the wrong choices they are moved into Red and as a consequence lose five minutes of their break or lunchtime. After this sanction they move themselves back to Green. Note – if a pupil behaves inappropriately in the last session the teacher will speak to them at the end of the day, remind them of what is expected the next day and tell them 'tomorrow is a new start'

Please note: Stages 1-3 are to be handled by adults within the classroom and do not need to be recorded. However individual class teachers will need to personally record how many times a child has been in the Red in order to proceed to Stage 4.

Stage 4: If a child appears 'in the red' more than three times in a week a Restorative Practice conversation takes place and is officially recorded on the Behaviour Record system by placing 'RP' next to the brief details of the behaviour issue

Stage 5: Pupil in the Red more than three times per week for two weeks. In this case the class teacher interviews the child with the KS co-ordinator and parents/carers are informed. (recorded)

Stage 6: Pupil continues to display inappropriate behaviour into the third week and therefore a meeting is called with the teacher/Head teacher and parent/carer.

Minor disruption during playtime and lunchtime

1. Reminder from staff about making the right choices
2. 5 minutes at the wall or 5 minutes accompanying the member of staff around the playground (staff choice)
3. Letter and phone call home and child misses the following playtime or 15 minutes of lunchtime

Children who continue to have difficulties in making the right choices

- The child will be sent to another classroom (previously agreed between pairs of teaching staff) for 15 minutes and then returned to their own classroom
- If they continue to have difficulty making the right choices about their behaviour the member of staff will send for either their Line Manager, or a member of the Senior Leadership Team (SLT). If this happens during

teaching time, the teacher should send another child to inform one of the above. It is essential that no class is left unattended

- A Restorative Practice conversation should be arranged asap
- The member of staff will record the incident on the behaviour recording log
- The parents /carers must be contacted by the teacher or a member of the SLT
- After consideration of the facts in hand the HT may decide to investigate the incident further

Serious Incidents

- Deliberately physically hurting another child or an adult
- Using inappropriate language specifically directed at another child or adult in order to cause offence
- Malicious damage of property
- Theft of items within school or during activities connected to school

For serious incidents the child should be immediately referred to the Head teacher and recorded by the member of staff (or, in her absence, the Deputy Head or Key Stage Leader), who will investigate the incident and make the final decision on the consequences.

Exclusion

Exclusion, either temporary or permanent is a very serious step to take and will only be taken when a fair and full investigation has taken place and advice has been taken from the Chair of Governors. Any decision will be in full consultation with parents/carers. Parents/carers have the right to appeal, through the Governing Body, against any decision to exclude.