



Batchley First School Behaviour Policy

Ethos

The behaviour policy at Batchley First School is a statement of good practice that covers all aspects of school life that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Aims

- ❑ To encourage adherence to an agreed set of principles of behaviour by pupils
- ❑ To provide a stimulating learning environment which encompasses all aspects of the children's development
- ❑ To encourage each child to develop as independent and self-motivated learner
- ❑ To recognise and celebrate achievement in all aspects of life - social, moral, cultural, academic, sport, aesthetic etc.
- ❑ To value the contribution of each individual within a climate of mutual care, trust, respect and honesty.
- ❑ To encourage parents to be fully involved in their child's learning and to work in partnership with the school.
- ❑ To enable each child to feel a sense of self worth, personal pride and belonging in contributing to the ethos of the school.
- ❑ To involve the wider community in the life of the school.

Rationale

The whole school behaviour policy aims to:

- ❑ Ensure a calm atmosphere in which teachers can teach and children can learn, work and socialise
- ❑ Help the children to become self-disciplined members of society taking full responsibility for their behaviour choices
- ❑ Increase the children's awareness of, and responsibility towards the needs and rights of others

- Promotes the value of every member of the school community

Implementation

- ◆ It has been introduced following consultation with staff, pupils and parents.
- ◆ A copy of the code has been sent home and parents asked to sign as an indication of support.
- ◆ The Behaviour Code is displayed in classrooms and other parts of school as appropriate.
- ◆ The Behaviour code is designed to be brief and easy to learn. It will include only those rules, which our school will enforce. The rules are taught to the children
- ◆ The Behaviour code is capable of application to an infinite variety of situations and is designed to encourage pupils to develop responsibility for their own behaviour.
- ◆ All rules and their examples are expressed in constructive terms.
- ◆ An expanded version of The Behaviour Code is taught to the children so that examples of appropriate behaviour can be clearly understood, seen and rewarded as an aid to consistency

The Basic Behaviour Code

Keep hands, feet and objects to yourself

Listen carefully to all adults and do as you are told

Be friendly and polite to everyone

Walk safely around the building

Only touch other people's things with their permission

Statement

These rules are observable and taught to the children at the beginning of each term to ensure that they know exactly what is acceptable behaviour.

The Behaviour Code Expanded

In The Classroom Make It Easy For Everyone To Learn And For The Teacher To Teach:

- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow instructions
- Work hard
- Ask for help when you need it.
- Help each other when it is appropriate but don't distract or annoy anyone.
- Put your hand up to answer a question.
- Be sensible at all times
- Do your homework as well as you can and hand it in on time.

In General

Speak Politely To Everyone:

- Use a low voice - as shouting is always rude
- Use language which is kind
- Offer to help others
- Be polite to visitors

Listen to Others and Expect To Be Listened To:

- Try to understand other people's point of view
- Not interrupting anyone or being interrupted by others
- Being silent when required
- Not answering back

Keep The School Clean And Tidy So That Is Always A Welcoming Place, Which We Can Be Proud Of By:

- Taking great care of our displays
- Keeping walls and furniture unmarked
- Putting all litter in bins
- Wear the correct uniform at all times
- Reporting any damage you see to a teacher
- Using toilets in an acceptable way

Move Quietly And Gently About School:

- Line up sensibly on the playground
- Walk to lessons rather than pushing, running or barging past others
- Be ready to help by opening doors
- Be ready to help by offering to carry things
- For safety, keep to the left along crowded corridors and on stairways

Rewards

Statement

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the Behaviour Code. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

Aims

To develop a consistent pattern of rewards to recognise appropriate behaviour, conduct, attitudes and achievement, which are known, understood and agreed to by all. By choosing appropriate behaviour the children choose rewards.

Implementation

This is achieved through formal and informal rewards:

1. **Informal** rewards e.g. such as giving praise for appropriate behaviour in and outside the classroom.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- ◆ General praise and encouragement in lessons, which is used as much as possible, stickers, positive notes home, table/team, class points
- ◆ The Head Teacher or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- ◆ Pupils' work to be displayed as much as possible in order to give recognition to it.

2. **Formal** rewards

Merits are awarded for appropriate behaviour, conduct, achievement and attitudes as agreed by Key Stage Teams and recorded by class teachers using merit cards.

As Stamps are accrued, the children progress through three stages acquiring Bronze, Silver and Gold awards along the way.

Merit Awards Table

Award	Stamps Required	Reward
Bronze		Bronze Badge
Silver		Silver Badge
Gold		Gold Badge

Weekly Gold book assemblies celebrate individual achievements showing recognition from both pupils and staff in terms of good work and behaviour. Gold Book stickers are given for work, certificates for behaviour.

Consequences

Statement

Pupils have a right to expect fair and consistently applied consequences for poor behaviour and which make a clear distinction between serious and minor infringements of the Behaviour Code.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system.

Aims

To develop a consistent pattern of consequences, which are known, understood and agreed to by all members of the school community.

Current practice

Where consequences become necessary the first line is the individual staff consequence. This may be followed by referral to the Head Teacher.

A. Role Of Individual Members Of Staff

The consequence system is followed by individual members of staff to ensure consistency and fairness. The system is shared and explained with the children at the beginning of the school year. By choosing poor behaviour the child chooses consequences

Green, yellow and red zone boards along with individual name cards are visually displayed in all classrooms.

All incidents of poor behaviour choices are initially addressed by the class teacher following this programme:

1. Children are asked to do/not to do something
2. If they do not follow instructions they receive a Warning - the child is given a verbal warning and the opportunity to improve their behaviour choices
3. If they continue to misbehave, they move down a zone
4. When in yellow or red zone 3 circles are drawn on the board and, as positive behaviour is observed, smiley faces are added. When the child receives 3 he/she is moved up a zone

Pupils given consequences are, also required to do 1 or more of the following :

Explain their behaviour choices

Apologise

Make amends

Write a letter of apology

In an emergency situation, a TA or pupil may be sent to the Head Teacher to request their immediate support in the classroom.

Incidents involving dispute or more than one child.

Following an incident where there is more than two children involved in an incident or dispute, the member of staff dealing with it will investigate to establish what part each child had in the incident. This may involve waiting for a child to calm down from an aggressive or upset state before they are questioned about it.

Care will be taken to ensure that there has not been provocation before an incident, and if that is the case, the provoker will have a consequence too.

B Use of Individual Education Plans for Behaviour

1. Parents are informed and invited to work in partnership with the school through a shared individual behaviour plan that logs negative and positive behaviour choices throughout the day for an agreed period of time. These plans are reviewed regularly by parents and class teachers who seek to "catch" good behaviour choices and challenge poor behaviour. See Appendix A
2. IEPs for behaviour are shared with SENCO and if poor behaviour choices persist over a period of time the child will be placed on the schools SEN register and further support sought from outside agencies such as Learning Behaviour and Support Services.

C Role Of Head Teacher

Following a serious incident the Head Teacher is sent for.

In his/her absence, the Deputy Head Teacher - in the absence of both Head Teacher and Deputy Head Teacher, one of the Key stage managers.

Should help be requested when a Senior Manager is in a teaching situation, a senior teaching assistant will be asked to supervise the pupils while the Senior Manager addresses the incident.

The child will be asked to leave the classroom and walk with the senior manager to a suitable location. The child will be allowed time to regain composure before explaining their behaviour choices.

The following strategies are available to address children persistently choosing poor behaviour despite Individual Education Plans for Behaviour or Pastoral Support plans or are involved in serious incidents of a violent or verbally aggressive nature :

Missing a special "treat" e.g. trip, visitor to school

Partial exclusion, e.g. lunchtime

Fixed term exclusion

Foundation Stage

Rules

Always work hard

Always be kind

Look after our things

Look after each other

Rewards

Praise

Stickers and stars

Applause

Choose activity

Prizes

Consequences

Warning

2 minute time out

5 minute time out

Informal contact with parents

Contact Head Teacher

Contact parents

Key Stage 1

Rules

Always listen carefully and do as you are told

Keep hands, feet and objects to yourself

Always ask before leaving the classroom

Allow other children to do their work

Only touch other people's things with their permission

Rewards

Praise

Stickers, stamps and certificates

Merit awards

Class points

Green zone activities

You succeed and do well

Consequences

Warning

You go down the zone board

Yellow or red zone activities

Time out

Parents contacted

Inform the Head Teacher

Key Stage 2

Rules

Follow directions straight away
Keep hands, feet and objects to yourself
Show good manners - Say please and thank you
Treat others as you'd like to be treated
Wait quietly and patiently and be told what to do
Keep our classroom tidy
Work hard and do your best

Rewards

Praise
Stars, stickers and certificates
Green zone activities
Class and table point awards
You succeed and do well

Consequences

Warning
Down the zone board
Time out
Parents contacted
Yellow or red zone activities
Send for Mr Whiteley

Severe Clause

For violent and excessive behaviour including swearing send for Mr Whiteley

Playtime and Lunchtime

The behaviour policy covers all time at school, including breaktimes and lunchtimes. Staff on duty during these times are expected to follow the guidelines in this policy.

Excessive Clause

For violent and excessive behaviour including swearing send for Mr Whiteley