



Learning together • Growing together

Behaviour Policy

September 2010

Agreed by Governors:

Review Date:

Bonnygate Primary School

Beliefs and values

We aim to create a learning environment at Bonnygate where every member of our community feels valued and respected, and where they feel safe and secure. We want children to develop their awareness of themselves as members of a caring and supportive community. We recognise that everyone as individuals sometimes do not make the right choice and need time to reflect, learn and be offered opportunities for them to make good choices.

Underlying principles

We recognise that acceptable standards of behaviour are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in our children's social and moral development over time, so we measure standards of behaviour in terms of the children's developing ability to meet our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on their experiences outside school. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Every adult encountered by the children at school has an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectation
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

Our responsibilities

We recognise that an appropriately structured curriculum and effective learning contribute to good behaviour. Effective planning for the needs of individual pupils, the active involvement of children in their own learning, and structured feedback all help avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Marking and feedback can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and

resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Whenever possible criticism should be a private matter between teacher and child to avoid resentment.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:

- House points – four houses
- Certificates for good work and attitude –(recorded in newsletter)
- Attendance and punctuality prize
- Prizes for good behaviour at lunchtime (playtime award)
- Headteacher Hero Award
- Uniform award

Recognition of the following takes place in class:

- Entry to the 'Gold Zone' – exceeding expectation
- Thinking Zone – used as a reminder of what they can achieve
- House points earn an entry into weekly class draw for school merit pencil
- Stickers and teacher awards

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to recognise unacceptable behaviour and to protect the security and stability of the school community. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Classroom sanctions need to be consistently applied throughout the school. These are as follows:

1. Verbal warning
2. Five minutes at time out table
3. Warning card
4. Sent with work to another class (by arrangement)
5. Emergency situations

6. Sent to Deputy or Headteacher
7. Parents/Carers contacted by leadership.

Throughout any sanctions being used, the parents/carers will be kept informed by the class teacher. Children are at all times reminded that they are responsible for their own behaviour, choices and consequences.

For our youngest children the sanctions change slightly

EYFS Sanctions

1. Verbal Warning
2. 2 minutes time out on a chair
3. Further three minutes time out on a chair
4. Stay with a senior member of EYFS staff for five minutes
5. Nursery child to Reception class for five minutes/Reception child to Year One for five minutes
6. Deputy Head to visit child in EYFS unit to give verbal warning
7. Sent to Headteacher

EYFS staff will keep Parents/Carers informed at all times. This will be through a brief discussion at the end of the day for sanctions 1-4. Parent/Teacher discussions will become more formal for sanctions 5-7.

In all cases where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher and Inclusion Lead.

Communication and Parent/Carer partnership

We give high priority to clear communication within the school and to a positive partnership with Parent/Carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Inclusion Lead so that strategies can be discussed and agreed before more formal steps are required. A positive participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parent/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectation to parents. Where behaviour is causing concern Parent/Carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.