



Brereton C of E (A) Primary School

Behaviour Policy

Philosophy

We believe that good behaviour is necessary for effective learning and teaching to take place. As a Church school, the Christian values of respect, consideration, honesty and forgiveness are at the heart of this policy. We raise awareness of behaviour expectations through an effective Personal, Social, Citizenship and Health Education Curriculum and through RE.

Aims:

- To develop a whole school approach and ensure consistency.
- To create a positive ethos and environment where good behaviour is encouraged and reinforced.
- To encourage self-esteem, self-discipline and an acceptance of responsibility for one's own actions.
- To define acceptable standards of behaviour.
- To promote positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Practice:

- All adults in the school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as it is they who create the atmosphere in which good relationships are built.
- Adults will therefore consider themselves responsible for all the children in school at all times
- Adults create a positive climate by encouraging a sense of value and worth
- Adults promote honesty and courtesy through example
- Adults encourage relationships based on kindness, respect and understanding of the needs of others
- Adults ensure fair treatment for all regardless of age, gender, race, ability and disability
- Adults ensure consistency
- Adults listen to children's reasons and points of view
- Adults reason with children to ensure understanding of why behaviour is either acceptable or not
- Adults understand that reasons for bad behaviour can stem from personal problems and unhappiness.
- Children and their efforts are valued and this is evident in classroom environments and displays
- Relationships between teacher and children are fundamental to good behaviour management and are explicitly developed at Brereton Primary School
- Classrooms provide a welcoming environment and are organised to develop independence and personal initiative.
- Furniture is arranged to provide an environment conducive to on-task behaviour.
- Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.
- Displays help develop self-esteem through demonstrating the value of every child's contribution.
- Teaching methods such as the topic based approach, child initiated learning and the use of Kagan collaborative learning structures encourage enthusiasm and active participation for all.
- Lessons develop the skills, knowledge and understanding which enable the children to work and play in co-operation with others.
- Praise is used to encourage good behaviour as well as good work.
- Each class decides upon a list of class rules, rewards and sanctions at the beginning of a school year.
- These rules, rewards and sanctions are then displayed and referred to frequently throughout the school year.

Rules

1. We are gentle; we don't hurt others.
2. We listen; we don't interrupt.
3. We are honest; we don't cover up the truth.
4. We are kind and helpful; we don't hurt anybody's feelings.
5. We look after property; we don't damage things.
6. We work hard; we don't waste time.

Rewards

Good behaviour and good work is recognised through a system of rewards that include:

- Reward of Golden Time (30 minutes free time per week) for keeping the Golden Rules
- written comments on work;
- verbal comments to children;
- verbal / written comments to parents;
- award of team points;
- visit to senior member of staff e.g. Head/Assistant Head/Key Stage 1 Leader
- award of merit sticker

A "Praise Assembly" is held each week to publicly recognise the achievements of children in behaviour and work.

Sanctions:

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. It must be clear that it is the behaviour that is punished, *not* the person.

The use of punishment is characterised by certain features:



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- It is made clear why the sanction is being applied.
- It is made clear what changes in behaviour are required to avoid future punishment.
- There is a clear distinction between minor and major offences.

Procedure

The following procedure is used by all class teachers to manage unacceptable behaviour and ensure minimal disruption to teaching and learning:

1. Oral warning
2. Name on board to serve as a further warning/removal of five minutes from Golden Time
3. Working away from the group
4. Removal to another class
5. Referral to senior member of staff, eg. Head or Deputy

The Senior Management Team keeps a written record of referrals.

Other sanctions that may be used are:

- unfinished work, due to bad behaviour, may be sent home;
- staying in at break time for an appropriate period;
- removal of privileges e.g. extra curricular activities etc. (though this should not affect curriculum entitlement);
- Unacceptable behaviour at lunch time may result in children being sent home for lunch.

The time allowed for children to show a positive response will depend on the individual concerned and the severity of the misdemeanour but the situation is discussed with parents at an early stage if children do not respond to sanctions.

Continued refusal to reflect a change for the better having explored all of the above should lead to the following:

- enquiry into the need for special needs provision;
- referral to governors with the possibility of exclusion.

Bullying:

Bullying, in any form, is contrary to all the values reflected at Brereton and will not be tolerated.

For guidance, our definition of bullying is:

"Persistent physical or psychological intimidation of one (or more individual(s) to another."

Everyone is involved in the detection of bullying, children, parents, teachers, ancillary staff etc., but in order to maximise its severity, school procedures will be carried out by the Senior Management Team e.g. Head or Deputy.

The following are just some of the signs to be aware of:

- Not wanting to come to school
- Not wanting to go out to play
- Change in behaviour / mood swings
- Attention seeking - disruptive or withdrawn
- Standard of work falling
- Avoiding contact with people - voluntary isolation
- Physical signs eg. tears, bruising, changing story
- Perception of racism (MacPherson Report)

Procedures to follow:

1. Referral to senior management who will then inform all other staff to be alert.
2. Recording of incidents that have led to decision of 'bullying taking place'.
3. Senior Management record discussions with both parties.
4. Victim records events if able or by dictation to an appropriate adult eg. class teacher.
5. Bully records events if able or by dictation to an appropriate adult eg. class teacher.
6. Parents of both parties informed and invited into school for discussions.
7. All parties sign an agreed document in recognition that the situation is resolved after an agreed period of time.

What pupils should do:

- Be aware of what bullying is and know that it should not be tolerated.
- Be responsible. If someone is making you unhappy try to deal with it but if they persist **take action**, tell someone.
- If you know someone else is being bullied - tell someone.
- Never resort to violence yourself but rather portray the message of Christ through your actions.

What parents should do:

- Watch for any changes in your children that seemingly have no reason.
- Talk with your child to see if there is anything troubling them.
- Record information gained and act on it - tell the school immediately.
- Above all, reinforce the 'Role of the Child'. Encourage your child to recruit friends rather than to hit back.

This policy should be read in conjunction with the following relevant policies: Teaching and Learning Policy/Inclusion Policy

This policy was written and agreed by staff on 10th January 2011

This policy was agreed by Governors on 17th January 2011

This policy will be reviewed in January 2014