



Barlow Church of England Primary School

Behaviour policy

27 October 2020

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Barlow Church of England Primary School

Behaviour Policy

BARLOW C. OF E. PRIMARY SCHOOL

Behaviour POLICY

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The rules for all of us in our school are:

- Respect yourself
- Respect others
- Respect the environment

Through the success of our Behaviour policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- Build positive, trusting relationships with their pupils.
- Listen carefully to pupils, speak politely to them, and treat everyone fairly.
- Follow the hierarchy of rewards and sanctions.
- Make children aware of appropriate behaviour in all situations.
- Use adherence to the Golden Rules as a measure of good behaviour.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.

- Work in partnership with parents in dealing with any behavioural issue.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the agreed rules clearly and mention them frequently.
- Be punctual in collecting classes.
- Ensure children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs. We recognise that the needs of children can be very different and that some children will need significantly more support than others
- Work closely with outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips.

Pupils should:

- Follow the agreed rules.
- Co-operate readily with all school staff.

Parents should:

- Support the school's hierarchy of rewards and sanctions.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.

Rewards for Appropriate Behaviour

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Golden Rules.

- Housepoints will be given out across the whole school with a cup presented to the winning house each week

The following range of rewards may be available to the children for following the Golden Rules. Each class will use different ideas - some of the ideas below:

- verbal praise; body language (smile, thumbs-up, nod) – specific to the child and directed to a rule
- stickers; stamps; certificates; whole class awards e.g. extra playtime.
- star assembly; star of the week; values award
- parent/teacher consultation – positive comments and end of year reports - recognising good behaviour and attitude to school
- bonus / golden time

Sanctions for Inappropriate Behaviour

The following details the hierarchy of sanctions available to the children who are unable to follow the school rules. Some behaviour such as violence would mean that a child would move immediately to a higher level of

sanction.

1.Planned ignoring

For behaviours such as those which are not disruptive to others or do not threaten the safety of others, even though they fall outside the range of appropriate behaviour, staff might choose to superficially ignore the child who is misbehaving but praise a child nearby who is behaving or following the appropriate rules.

2.Verbal warning system

For low level misbehaviour in the classroom, verbal warnings will be given accompanied by clearly stating the expected behaviour. Each verbal warning will be ticked off on a chart to a maximum of 4 a day. 4 such warnings would result in the child missing a playtime supervised by their class teacher. On Monday, all sheets to be sent to the headteacher to enable tracking of low level disruption.

3. Behaviour record sheet

This sheet should be used to record disruptive or violent behaviour both in or out of the classroom and may be used by any member of staff. Depending on the severity of the issue, consequences may range from being kept in at playtime, parents informed to a written note of apology.

4. Report

*Any child who has had their name on a behaviour sheet or has missed a playtime through repeated low level disruption **3 times in a week** will be sent to the Headteacher and will be put on report for the following week. Their parents will be informed and staff will monitor the child's behaviour for every session and at playtime.*

5. Appointment with parents

If there is no improvement, the child's parents will be informed and appointment made to discuss the child's behaviour.

6. Fixed Term exclusion

If there is no improvement in the child's behaviour or for a serious, one-off incident of violence, school would issue a fixed term exclusion.

7. Pastoral Support Plan meeting - multi agency meeting

If the child has a series of exclusions, meetings would be called with appropriate external agencies.

8. Permanent exclusion.

If there is no improvements in and other children or staff are being put at risk on a daily basis then permanent exclusion would be the last resort.

Monitoring and reviewing the policy

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. They governors may, however, review the policy

earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 class behaviour file frontispiece

- Respect yourself
- Respect others
- Respect the environment

Verbal warning system for low level classroom disruption

e.g. calling out, silly noises, disrupting the learning of others

Ensure expected behaviour has been clearly stated before beginning this process.

- Give verbal warning
- State expected behaviour
- Record each warning with a tick on the chart.
- 4 warnings result in the child missing a playtime supervised by their class teacher.

Behaviour record sheets

Use these sheets for recording behaviour outside of the classroom or for misbehaviour of a more serious nature.

- Clearly identify perpetrator and victim
- Tick unacceptable behaviour shown
- Make brief notes on behaviour if further detail is required.
- Be factual and record only observed details
- Tick consequence applied
- Follow through on consequence applied
- Pass to class teacher for their file
- Any further consequences to be noted in box at the bottom

Report cards

*Children who have had their name on a behaviour sheet or have missed a playtime through repeated low level disruption **3 times in a week** will be put on report for the following week.*

- Class teacher to monitor behaviour sheets and identify children who should be on report for next week
- Identify personal targets for child
- Meet with parents and discuss targets
- Child to have report card signed each lesson and break time
- Report card to go home at the end of the day and copy to go in behaviour file

Staff Name	Last Open	Signature Date
Caroline Feeney	01-11-2020	01-11-2020
Charlotte Mawby	10-11-2020	10-11-2020
Claire Rowbottom	Not Yet	Not Yet
David Barnes	09-11-2020	09-11-2020
Gemma Phipps	14-09-2021	14-09-2021
Graeme Forth	Not Yet	Not Yet
Heather Morton	29-10-2020	29-10-2020
Helen McElhattan	05-10-2021	05-10-2021
Liam O'Connell	04-12-2020	07-12-2020
Natalie Baker	11-03-2021	11-03-2021
Natalie Vick	Not Yet	Not Yet
Nicholas Shaw	Not Yet	Not Yet
Paul Ryan	Not Yet	Not Yet
Penny Watkin	Not Yet	Not Yet
Rebecca Ryan	Not Yet	Not Yet
Sue Durnall	Not Yet	Not Yet
Vicky Noble	22-03-2021	22-03-2021
Vicky Wilson	27-10-2020	27-10-2020