

BARCOMBE CE SCHOOL-BEHAVIOUR POLICY

AIMS

- To provide a **safe** and **secure environment** for our children
- To create a **happy atmosphere** in which both **parents** and **staff work together** for the welfare of the children
- To encourage children to adopt agreed standards of behaviour and values in order to **develop a sense of self-discipline** and to **take responsibility for their actions**
- To encourage children to be **polite, well-mannered, helpful and respectful** to each other and adults, and to become **good citizens**
- To **reward** and promote **good behaviour**
- The fundamental principle that underpins our whole approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching
- The general standard of behaviour in school has to be the collective responsibility of the whole staff
- **Every time a child's unacceptable behaviour goes unchallenged it is condoned**

This demands a **positive policy** encouraging socially acceptable behaviour and high standards of work, as well as the setting of a good example by staff and parents.

**PRAISE AND ENCOURAGEMENT SHOULD BE USED AS MUCH
AS POSSIBLE**

SCHOOL GOLDEN RULES

It is important that every child knows what behaviour is expected from them while they are at school. For this reason the school has adopted an agreed set of Golden Rules (outlined below) which are displayed in every classroom and around the school. This gives the children, staff and parents a clear vision of what is expected.

They are not about the routines which children should follow but instead are a set of moral values which give children a clear message about the way they should behave.

Our Golden Rules are reinforced during assemblies and circle time, so the children can learn why these values are so important and how to put these moral values into practice in real life situations. Team points are awarded for adherence to the Golden Rules.

Everyone in our school will-

Be kind
not hurt people's feelings

Be gentle
not hurt anyone

Listen
not interrupt

Work hard
not waste their own or other people's time

Be honest
not cover up the truth

Be Polite
Don't be rude to anyone

Be helpful

Don't let anybody struggle

REWARDS

The school behaviour policy aims to promote the positive giving of encouragement and praise rather than criticism and punishment.

When we have to criticise or punish we attempt to be constructive by giving advice on how to improve. If necessary, a behaviour modification programme will be set up for individual children finding it difficult to keep the Golden Rules. So that good behaviour is being promoted continually, a structured reward system has been set up.

Smiley Faces

Teachers can immediately reward good behaviours within a classroom by adding a child's name under a smiley face on the class white board. This action may then be followed up with a further individual or whole class reward.

Stickers

These are given out by teachers and teaching assistants to all children behaving in a desired way.

Team Points

These are given out for good learning behaviour and good attitudes. When children have achieved 25 team points they will receive an award of a bronze certificate. For 50 team points they will receive a silver certificate and for 75 team points they will receive a gold certificate. Further certificates are available if the children achieve 100 or 150 team points. Certificates will be given to the children in Achievement Assemblies held every Friday.

Deputy Head /Head of School

Praise and sticker rewards will be given by the Deputy / Head of School where appropriate; children will be encouraged to share examples of good work with the Deputy Head.

Head of School /Executive Head Teacher

Exceptional examples of work/behaviour will be brought to the attention of the Head of School / Executive Head Teacher who will issue a Head Teacher's Award sticker.

Golden Time

Each class has the opportunity to have 15 minutes a week for Golden Time. This can be increased or decreased by the efforts of the whole class. During Golden Time children have free choice of activities which might include board games, computer and creative activities etc.

Learning Behaviours

Each week during celebration assembly a child who has demonstrated excellent learning behaviours during the week is celebrated. The learning behaviours are linked to growth mind set vocabulary. These are Resilience, Creativity, Imagination, Collaboration, Discipline. This vocabulary is celebrated in all classrooms and continuously around the school.

Celebration Assemblies

Every Friday the school come together to celebrate and share achievements made during the week. This involves

awarding merit certificates and celebrating any other personal achievements the children may have accredited for in-school or out-of-school activities. Merit certificates are awarded to a child from each class, each week. Nominated by the class teacher, merit certificate winners are chosen for their efforts, application, achievement or improvement.

Once a term we also have Special Work Assemblies in which a group of children from each class are selected for a particular piece of work or attitude to be celebrated by the whole school. Children receive a special certificate to mark this event that is displayed with the work on Our Special Work display board and their parents are informed. When the display is taken down each child's work and certificate are put into their Presentation Book.

WELL DONE!

By promoting positive behaviour, displayed by the overwhelming majority of children in our school, a constructive environment in which children will want to behave will be prevalent. This will be evident both in class and around the school.

As well as having rewards children also need boundaries. For this reason the school has introduced structured sanctions for those children who break the Golden Rules.

SANCTIONS

Although all staff should have high expectations and reward all positive behaviour there are a minority of children who occasionally display challenging behaviour. For this reason the following framework has been devised

to provide all staff with support and guidance in dealing with negative, disruptive behaviour.

To be effective it is essential that all staff implement the policy and that they are consistent when dealing with challenging behaviour. This must be followed in the classroom, in assembly and in the hall; and by teaching assistants working with children both inside and outside the classroom. **It is agreed that the whole school adopts the same approach and that all staff are supportive of the policy to ensure it is effectively implemented.**

Stage One

- A non-verbal warning is given in the form of a disapproving look. The child recognises that whatever inappropriate behaviour they have been displaying has been noted, recognised and will not be tolerated. A reminder about positive expectations is given.
- A verbal warning is given with a request to adhere to the rules. A child may be moved to be with a different group of children or their name placed under a sad face on the class white board.
- A removal from the situation for an appropriate length of time (Use 5 minute timers) to be physically remote within the classroom. This will be followed by a discussion regarding the behaviour and an invitation to rejoin the group, providing a promise of improved behaviour is elicited.
- Golden Time is reduced if the behaviour is symbolic of the whole class.

Stage Two

Parents are verbally informed by the class teacher for all the following sanctions.

- The child is sent to the partner class for (5 minutes with the timer). A teaching assistant or responsible child should escort them from one class to another.
- The child is sent to the partner class for the rest of the lesson with work to be completed.

If difficult behaviour persists a behaviour modification programme should be introduced in consultation with the Inclusion Manager.

Head of School / Executive Head Teacher

Exceptional examples of concerning work/behaviour will be brought to the attention of the Head of School / Executive Head Teacher. They will discuss the circumstances informally with the child, the parents and the Inclusion Manager (as appropriate) who will agree appropriate action.

Stage Three

At this stage parents are invited to come into school to discuss their child's behaviour formally.

This stage is concerned with children committing serious offences within the classroom or on the playground. S/he:

- physically or verbally abuses another child;
- vandalises property;
- steals from another member of the school community;
- uses directed abusive language (swearing)

This action will involve loss of play. The Inclusion Manager is informed, and a note is placed on the child's file.

If a second offence occurs within a three week period then the child's parents will be invited in to school.

If a third slip is given in a three week period the child will be excluded for a fixed period. Support from outside agencies

may be sort through the Inclusion Manager (eg. Tutorial Unit or the Psychological Service).

If the above framework does not have the desired effect of improving an individual's behaviour or in exceptional circumstances of extreme behaviour the LEA Exclusion Policy will be followed.

As a result of the 1986 Education Act and in common with all East Sussex Schools, there is no corporal punishment.

PASTORAL ADVICE

Pastoral advice forms an important part of the behaviour framework at the school. Much counselling is of an informal nature and teachers and support staff have an important part to play. Their specific responsibility is to spend time with the children to sort out any problems that do arise.

In addition to this, Personal, Social and Health Education is a valued element of the school curriculum.

Close contact with parents helps us to reach a better understanding of, and approach to, the children in our care.

If any problem or query concerning a child's work, behaviour or welfare arises, parents are advised to contact the class teacher in the first instance (preferably at the end of the school day) or the Deputy Head of School or the Head of School or Executive Head Teacher if the matter is either urgent or more personal.

This policy takes account of the Every Child Matters agenda.

Revised by Stewart James
September 2016

