Barcombe Hamsey Plumpton
Skylark Federation

Behaviour Policy-

Barcombe CE Primary School

Reviewed and approved by FGB: 04.02.20
Review: Spring 2022

Signed .....Chair of Governors Date ……

Signed .....Executive Head Teacher Date ……

Barcombe Primary School-Behaviour Policy

What are our expectations of good behaviour?

We expect good standards of behaviour and by this we refer to children who are: considerate; consistent; thoughtful; polite; respectful to **all** staff; good listeners who do not interrupt; conscientious; give maximum effort and stay on task; have pride in their work and their appearance; persevere; know how to share; walk through the school quietly and carefully; look after their belongings and those of others and of the school; set a good example for younger children; are ready to learn; do not distract others; respond to instructions appropriately; take part in school life enthusiastically.

What do we mean by poor behaviour?

When children interrupt or call out; are rude to adults or other children; swear; distract others; act selfishly; show attention-seeking behaviour; have inappropriate physical contact ranging from the minor (for example, poking, nudging etc.) to the major (for example, punching, kicking etc.); tell tales as a means of undermining others; show meanness (for example, ostracising others, whispering campaigns, 'winding up' etc.); give verbal abuse/bad language; challenge adults; display a negative attitude to work or to school life; misuse internet applications; send inappropriate texts or make offensive telephone calls; show racist behaviour or other forms of intolerance.

How do we lead by example?

All teaching and support staff at Barcombe CE Primary School aim to foster good behaviour by providing good role models. To this end we recognise and reward good behaviour. We address the children by their names wherever possible, and we use PSHE lessons to discuss and promote strong, positive values and relationships and to develop self-awareness and self-discipline. We encourage the children to move around the school in a calm and orderly way. We seek to use calm, professional and positive language in all of our dealings with children. We seek to follow this policy consistently and fairly at all times.

What is the role of the home/school partnership?

As a school we encourage staff and parents/carers to work together to encourage all children at Barcombe CE Primary School to be happy and well-behaved. Where appropriate, we involve and consult with parents/carers in discussions over their children's behaviour in school. We encourage parents/carers to let us know of any factors at home that might have an impact on a child's behaviour at school (for example, separation of parents, bereavement, house move, redundancy or financial pressure). We encourage parents/carers to be aware of safe and reasonable internet and mobile phone practices, for example by ensuring that children do not engage in texting or 'social networking' unless they are of the requisite age and have the maturity to use the technology responsibly.

What should parents/carers do if they have concerns about behaviour issues?

As with all aspects of the children's education and welfare at school, parents/carers who are concerned about any aspect of behaviour (from their children or others) are encouraged to follow these guidelines:

- Speak to the Class Teacher as soon as they are aware of the problem. Class Teachers are usually available at the end of the school day but appointments can be made at other times (through the School Office). In most cases, the Class Teacher will be able to resolve the matter.
- If the Class Teacher is not able to resolve the matter, the parent/carer should refer to the Executive Head Teacher or the Head of School who will review the matter and seek to resolve it at the earliest opportunity.
- If the parent/carer is still dissatisfied, a complaint can be made in writing and should be addressed to the Chair of Governors and delivered to the School Office.

Parents/carers are requested, respectfully, not to air grievances in other ways such as the informal discussion of issues at the school gate or through social networking sites or the circulation of texts, particularly when this might involve criticism (directly or indirectly) of named children, school staff or other parents/carers. Every member of our school community is entitled to have issues concerning them or complaints about them dealt with fairly and through the provided procedures.

Our Behaviour Policy is based on positive rewards given for following our Golden Rules. Our seven Golden Rules are:

- Be gentle, kind and helpful
- Be ready to learn
- Always tell the truth
- It is all right to make mistakes as long as you try your best
- Treat others as you would like to be treated yourself
- Look after property
- Put things right if you have done wrong

Rewards for following the Golden Rules:

Team Points

Team Points can be given by any adult to a child when they make a special effort. Two or three points may be given at one time if the work or behaviour is particularly outstanding.

Team points are added up weekly and the weekly total for each of our four teams (and the running total) is announced in assembly every Friday.

Class Rewards

All classes have their own additional reward system in which effort and achievement can be recognised by the award of a token, a marble in a jar or a sticker. The children may work towards an agreed class reward such as a DVD screening or a party at the end of term.

Friday Assembly

Every Friday a Celebration Assembly is held. Each Class Teacher awards certificates for excellent work or effort to children from their class. Our learning behaviours (independence, determination, resilience, respect, curiosity and pride) are celebrated with an Extraordinary Effort certificate.

Classroom Sanctions

Younger classes have a three-step behaviour system based on three clouds. All children start on the sun and can be moved to the cloud as a warning for not following their class code and the school's Golden Rules. If this warning is not heeded, they can then be moved to the thunder cloud. Children can move back to the cloud or the sun by following the rules.

In older classes, a verbal warning is given to children. If they continue to show poor behaviour, they will be asked to leave the classroom and will be given an orange card, then taken by an adult or another child to the Deputy Head of School. The child's behaviour will be privately discussed with him/her. If the final sanction proves to be unsuccessful, then the child will have to make up lost learning time at the next playtime or lunchtime session. If poor behaviour persists, the child will be taken to the Head of School to discuss that behaviour and how it can be improved.

Class Teachers will inform parents of poor behaviour so that parents can work with their children and the teacher to improve it.

Every session is a fresh start.

Playground Rewards and Sanctions

Rewards

Playtime supervisors give out praise to pupils on the playground who are:

- Playing nicely with friends
- Being helpful
- Helping younger children
- Showing respect to an adult
- Being honest
- Controlling their temper
- Looking after resources and equipment; playing safely
- Being a good role model
- Other positive behaviour

Sanctions

Sanctions may be given for undesirable playground behaviour. This behaviour may include:

- Continuous low level disruption (shouting, disturbing others)
- Ignoring instructions
- Violence to other children
- Poor language
- Fighting
- Other unacceptable behaviour

A child will be given a warning from an adult who will explain, clearly, why a warning has been given and what behaviour is required.
A child will then be given *time out*; standing with an adult for a specified amount of time in the playground.
If the child returns to the playground following this and repeats the behaviour or continues to act inappropriately they should spend the rest of the playtime with the adult in *time out*.
Any serious incident (hurting another child, for example) should be referred to the Head of School or the Executive Head Teacher; it will be recorded.
Staff are encouraged to discuss concerns regarding behaviour incidents at playtimes and lunchtimes; there is an expectation that behaviour matters will be referred to Class Teachers at the end of break time sessions. If a child is finding break times challenging, regularly, this will need to be discussed with the Class Teacher.

Alongside these sanctions, staff should be attempting to use alternative means of managing situations, pre-empting situations or stepping in to divert a reaction wherever possible. We want to hear positive praise when children are interacting in a positive manner. Displays of energy and positive attitude are more likely to elicit a positive response from our children. We want our staff to move around the playground and initiate games with the children.

Serious Poor Behaviour
A red card can be shown to a child who has displayed very serious poor behaviour, whether in the classroom or on the playground. A child who has been shown a red card will be reported to the Executive Head Teacher or a member of the Senior Leadership Team; parents/carers may be informed. Subsequent playtime will be missed. Examples of serious poor behaviour include: verbal abuse towards adults; bullying; fighting; hurting others by biting, kicking or hitting; challenging or refusing to comply with instructions given by adults in the school.

Exclusions
In cases of extremely serious behaviour or persistent extremely poor behaviour, the child is likely to be externally excluded either for a limited time or, if appropriate, on a permanent basis. Any such exclusion will be in

accordance with DfE and LA guidance. Internal exclusion may also be considered as an alternative or additional strategy, in appropriate circumstances. The Executive Head Teacher and/or Head of School, Class Teacher and SENCO will plan a support plan for the child. Parents/carers will normally be invited to take part in this process (at the school's discretion). Where appropriate, a referral will be made to outside agencies for advice and assistance. Examples of extremely serious behaviour include very violent (possibly dangerous) behaviour; extremely abusive language; very serious challenge to the authority of adults in the school.

The Use of Force to Control or Restrain Pupils

The school understands that Section 93 of the Education and Inspections Act 2006 makes it clear that all members of school staff 'have a legal power to use reasonable force' in order to prevent a pupil from-or continue-'hurting themselves or others, from damaging property, or from causing disorder'. This also includes preventing a child from committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older). Reasonable force is only considered when members of the school's community are assessed as being at risk or in danger of harming themselves through physical outbursts. Reasonable force is never used as a punishment; it is always unlawful to use force as a punishment.

Special Educational Needs

The school understands its legal duties under the Equality Act 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils.

Appendix – DfE guidance on searching and screening

Key points

<u>Searching</u>

• School staff can search a pupil for any item if the pupil agrees.
• Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

• knives or weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images

• any article that the member of staff reasonably suspects has been, or is likely to be, used:
• to commit an offence, or
• to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

• School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Reviewed January 2021
This policy will be reviewed annually