



# Behaviour Policy

October

# 2019

## Contents

1. Introduction
2. Aims
3. Principles in promoting good behavior in school
4. Strategies for recording and reporting
5. Review date – October 2020

### **Introduction**

- THIS DOCUMENT is a statement of the aims, principles and strategies for dealing with 'Behaviour' in Bloemfontein Primary School
- This policy was updated in October 2019 and is to be reviewed annually in consultation with staff, pupils, parents and Governors

### **Why is good behaviour necessary?**

- A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible.

### **Aims**

- There should be a whole school consistent approach to promoting good behaviour adopted by all staff – positive reinforcement.
- The school recognises the importance of promoting the values of mutual respect, self-discipline and social responsibility.
- The school also recognises the crucial role parents have in shaping their child's attitude which produce good behaviour in school. Their behaviour will reflect the firm guidance and role model they present to their child. Hence the school will actively seek the co-operation of all parents in the implementation of this policy.
- We aim to positively acknowledge good behaviour amongst our children and set out to create an orderly and purposeful school environment.
- Clear distinction should be made between minor and serious offences. Individuals, rather than whole groups, should be punished when appropriate. Sanctions should, as far as possible, be positive, not damage relationships or a child's self-esteem.

### **Principles in promoting good behaviour in our school**

#### **PARENTS:**

As a school we should promote a welcoming atmosphere, which encourages parents to become involved, formally or informally, in school life. All parents should be made aware of the school's behaviour policy, information about which will be available on the school website and paper copies provided if requested.



An important component of our behaviour policy is that parents should be told about their child's achievements as well as any behaviour problems, through personal contact or letters/certificates sent home in order to celebrate success. Parents of the "Star of the Week" are invited into school to share their child's good news.

Parents will sign a home/school agreement which acknowledges the expected rules and conduct of their children and rewards/sanctions and their role.

## **CHILDREN**

There should be opportunities for all children to take responsibility for their actions and for the standards of their behaviour. Older children are encouraged to support younger children on the playground through talk and play and the use of Playground Buddies.

There is a need for the school to recognise both the academic and non-academic achievements of each child through the reward system.

Children with emotional and behavioural difficulties should be identified quickly and placed on the SEN register, involving parents, school, the Educational Psychologist and outside agencies. This referral would naturally result in personalised targets being produced to respond to the individual needs of the child. All staff should be fully informed of identified strategies in order to respond appropriately to the needs of every child.

## **STAFF**

All members of staff, teaching and non-teaching have the responsibility to improve the standard of behaviour of the children in our school through effectively promoting an ethos of good work and positive behaviour. This should be reflected in the feelings of staff and children that they are both valued and respected within the school community.

Children should never be shouted at but spoken to in a quiet and dignified manner.

It is expected that ALL staff have an understanding of the special needs of individual pupils.

To increase the child's self-esteem and foster a sense of ownership of the premises, children's work will be displayed in order to create an attractive environment.

Within the classroom it is generally agreed that if lessons are well organised and well delivered this will help to secure good standards of behaviour.

At least three members of staff will also be "Team Teach" trained or "positive handling" at any one time in order to effectively de-escalate a situation, or if necessary use a positive handling technique to minimise risk to children or staff. This will be monitored on a regular basis, records kept and parents informed. The emphasis is consistently on de-escalation.

All staff should have the support of the senior leadership team when they are facing difficulties with behaviour and their own strengths recognised.

## **GOVERNORS**



The Governing Body can make positive contributions to developing and monitoring the school's behaviour policy. They also have specific responsibilities relating to exclusions of children from school for inappropriate behaviour in line with agreed L.A. procedures.

The Head Teacher has a duty to ensure that the Governing Body is kept in touch with all significant developments in their school concerning behaviour.

The Head Teacher, with the Governing Body's approval, will seek to positively publicise the school and its activities so as to present a good public image of the school including regularly updated information regarding behaviour policies and reward systems.

#### **Strategies for good behaviour:**

- The school has produced a School Charter setting out the school's values
- School rules will be kept to an essential minimum and will include only priority areas. The children are made aware of these rules and reminded on a regular basis through class activities, assemblies and general reminders by ALL staff. Class rules are also displayed in class and signed by all children (contract)
- Whole class reward strategies include a marble in the jar system where Key Stage 1 children aim to get 25 marbles in the jar and Key Stage 2 50 marbles. A whole class effort results in the achievement of a marble and once the goal is achieved the class have a choice activity in school.
- Each week a "Star of the Week" is chosen and parents informed. The child receives a certificate during a Celebration assembly at the end of the week. Classes also display the photograph of this child and each child writes a positive comment of the child to be displayed on the board.
- Marking also praises good behaviour and success (see Marking Policy)
- Attendance and homework is also rewarded during Celebration assemblies (see Attendance and Homework policies)
  
- Some pupils may need time out before discussions take place to resolve disputes/ incidents.
- All staff will be encouraged to develop skills in talking things through with children when they are being problematic and to foster good home-school relationships.
- In extreme circumstances when a child is in danger of hurting themselves, their peers or a member of staff Positive Handling strategies will be used. There are members of staff trained in Positive Handling and any incidents will be recorded and filed for reference.

GOOD BEHAVIOUR IS THE COMBINED RESPONSIBILITY of **all staff, teaching and non-teaching**, who should maintain good behaviour throughout the school and at all times set good models of behaviour consistent with the school policy.

ALL CHILDREN HAVE THE RIGHT of equal access to learning, both social and academic, and should not be hindered by the behaviour of others.

#### **Strategies for Recording and Reporting**

- Each teacher will record incidents of inappropriate behaviour, which they deem to be of a serious nature and for which a red or yellow card has been given. The record sheets will be collected in by the Head Teacher and monitored. Repeat red cards (two in one week) will result in a letter home and meetings with parents/carers.



- If the above strategies fail to bring about the desired behaviour, then a contract will be drawn up involving the child, parent and school. Outside agencies may be involved and there will be weekly reporting to parents and targets set for the child to achieve. Should these strategies be seen to fail then reporting to parents will move to a daily basis and support be requested from Crisis Response. The Governing Body will be kept in touch as to the progress of the behaviour programme, which may result in a fixed term exclusion, or take an active part in the behaviour modification strategy.

## **APPENDICES**

1. The School Charter
2. The School Rules
3. Flow chart of Behaviour Reporting Strategies
4. Rules for Internal Exclusion

**Review date: October 2020**



## **APPENDIX 1**

### **Our School Charter**

- ❖ We will be tolerant of others, regardless who they are or what they believe in.
  
- ❖ We will respect the garden as a place for those children who do not wish to run around or be in games.
  
- ❖ We will keep our school tidy by not dropping litter or drawing on school property – walls, toilets, exercise books, etc.
  
- ❖ We will be honest when asked about anything we have done.
  
- ❖ We will be kind to others, even if they are not our friends, and will make new pupils and visitors welcome to our school.
  
- ❖ We will not accept bullying or upsetting of any kind either in school or travelling to and from school
  
- ❖ On school visits we will act in a way which brings credit to ourselves and our school.



## **APPENDIX 2**

### **SCHOOL RULES ARE OUR GOLDEN RULES**

1. We are gentle, kind and helpful.
2. We listen to others.
3. We are honest.
4. We work hard.
5. We look after property.



## APPENDIX 3

### General Sanctions:

- Verbal warning
- Stop and think card
- Yellow card – miss 2 minutes playtime
- Red Card – miss next part of lunchtime, letter sent home and misses out on good to be green treat



## **APPENDIX 4**

### **Rules for Internal Exclusion**

When a child is internally excluded it means that he/she will not be in class, will work in isolation and will spend the school day in isolation wherever possible. This is to avoid exclusion but can only be put in place when there is an available room for isolation to take place. The routine for such exclusion is as follows:

- Pupil will be brought to Reception by the parent for 8.55am and handed over to an appropriate member of staff
- Pupil will be taken to the isolation room and be given work to do consolidating previous learning
- Pupil will be allowed a break at 10.15am to 10.30am to get fresh air and exercise before the other children have their break
- Pupil will have a lunch break at 11.30am to 12.15pm (11.30am will go outside for 25 minutes and will collect his/her lunch at 11.55am to be eaten in the isolation room)
- Toilet breaks will be allowed but the pupil will be escorted to the bathroom by the member of staff supervising the isolation
- Pupil will be collected from Reception at 3.00pm by a responsible adult

Parents will be informed of the length of internal exclusion and the nature of the offence leading to such exclusion by letter. Should the pupil persist in refusal to work, verbal or physical aggression or compromise the member of staff supervising the exclusion then the school will have no other alternative than to exclude the pupil off site.







Bloemfontein Primary School is proud to be part of Stanley Learning Partnership LTD (Trading as Stanley Learning Partnership)  
Registered office:  
Unit G3, Tanfield Lea Business Centre,  
Tanfield Lea North Industrial Estate,  
Stanley, Co Durham  
DH9 9DB

Company number: 10380011 (Registered in England & Wales)

