



Behaviour Policy For Bellenden Primary School

Adopted and signed on
behalf of the school at
the meeting on: 24/01/2019

Name of Governing Body
Representative: Juliette Young – Chair of Governors

Signature of Governing
Body representative: _____

Date: 24/01/2019

Renewal/review date: January 2020

Policy for School Behaviour

Aims

- To ensure that the policy is a WHOLE SCHOOL one, supported and followed by the whole school community: pupils, teachers, parents and governors.
- That the policy is based on a sense of community and shared values.
- By applying positive strategies, we will create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To promote self-esteem, self discipline and positive relationships
- To encourage consistency of response to both positive and negative behaviour.
- To define and encourage good behaviour rather than simply to punish bad behaviour.
- To help pupils make choices and to accept the responsibility for their own actions.
- To make clear to pupils the sanctions that will be the consequence of inappropriate behaviour.
- To treat problems, when they occur, in a caring and sympathetic manner.

At Bellenden, we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

School ethos

The Role of the Adult

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- **Provide a caring and effective learning environment**
- Encourage relationships based on kindness, respect and understanding of the needs of others

- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

Teaching, Learning and Classroom Management

Classroom management and teaching methods have an important influence on pupils's behaviour.

The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour:

- Thorough planning for the needs of individual pupils
- Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in cooperation with others.
- Active involvement of pupils in their own learning
- Structured feedback
- Lessons should have clear objectives
- Objectives should be understood by the pupils
- Lessons should be differentiated to meet the needs of pupils
- Marking and record keeping are used as both a supportive activity and as a signal that the pupils's efforts are valued.
- Positive relationships between teacher and pupils
- Strategies for encouraging good behaviour
- Classroom organisation should help develop independence and personal initiative
- Arrangements of furniture should provide an environment conducive to on-task behaviour
- Arrangements of materials and resources should aid accessibility and reduce uncertainty and disruption
- Classroom displays should help develop self-esteem through demonstrating the value of every individual's contribution. They should support learning and help foster independent learning.
- Overall the classroom should provide a welcoming environment

All these help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Rules, Rewards, Sanctions and Procedures

Pupils need to be able to make responsible choices in life.

To assist in fostering this maturity in the pupils, our behaviour policy ensures that there is a consistency in approach. In this way, pupils will know exactly where they stand.

Our policy is centred upon rewards and praise for pupils making the right choices.

When a pupil does misbehave, then s/he is making a choice to do so. Pupils can always choose to behave.

Pupils have to know that good behaviour brings desirable consequences and bad behaviour brings unpleasant consequences

Rules

Rules at Bellenden are designed to make clear to the pupils how they can achieve acceptable standards of behaviour

The rules are positively stated, telling the pupils what to **do** rather than what **not** to do.

They should be applied and enforced consistently

- We always follow directions
- We inform an adult if there is a problem. We do not retaliate
- We like to keep hand and feet to ourselves
- We do not make rude or nasty comments to or about others
- We know it is important to treat everyone as we would like to be treated.
- We show respect for one another and school property.

These are the school rules that every pupil is aware of.

Each class might have some more rules expressly designed for their class.

Rewards

At Bellenden we like to encourage pupils to practise good behaviour by operating a system of praise and reward.

Our emphasis is on praise and rewards to reinforce good behaviour, rather than on failures.

We believe that rewards and praise have a motivational role, helping pupils to see that good behaviour is valued.

The Bellenden scheme is based on merit rewards, through which pupils can be rewarded for:

- academic and non-academic achievements
- effort
- being caring
- all aspects of good work and behaviour

Each class has its own methods of rewards based on the above principles. These can be individual or for the whole class.

These might include

- Use of class dojo
- certificates
- stickers
- verbal praise
- written praise
- positive letter home
- positive phone calls home
- time for own activities or class choosing time.
- Once a week there is a celebration assembly of achievement where the whole school can share and be proud of pupils's accomplishments.
- Positive reinforcement from the head/deputy

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.

The use of sanctions should be characterised by certain features

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments should be avoided as they breed resentment
- It should be the behaviour, rather than the person, that is punished

Systems

We use the following systems in every class at Bellenden:

The system is the "traffic light" system



All pupils's names start on the green traffic light.

If a pupil is well behaved, polite, helpful, or simply amazing, then they are moved up to the star and receive a “Happy Gram”. When a pupil has collected 10 “Happy Grams”, they will receive a prize.

Conversely, if a rule is broken, the pupil’s name is moved to amber.

Remind/ask the pupil what rule they have broken

If the behaviour continues, the pupil is moved to the red and his/her name is written in the behaviour book.

If s/he remains good then the name is moved back to green.

However, if the inappropriate behaviour continues or recurs, the pupil’s name is moved back to red and the pupil is removed from the class and sent to another class for an appropriate length of time (depends on age).

If a pupil goes to red 3 times, then they are taken to the deputy head who enters them onto the behaviour tracker.

If they are entered on the tracker 3 times then their parents are sent for.

It is important that this system is followed.

There are major breaches of behaviour which will jump the system and go straight to the head/deputy. These are

- Physical assault
- Racist abuse
- Verbal abuse
- Deliberate damage to property

Procedures

At Bellenden we have certain procedures to help the Behaviour Policy work smoothly.

- Every class will **Display** their class **rules**, and the **rewards** and **sanctions** that go with them
- **A Behaviour Book** – when a pupil continues to demonstrate inappropriate behaviour after the first warning, then their name is recorded in the book along with the reason for doing so. This book will be read regularly by the Head/Deputy
- Classes have a **Lining Up** order at the end of play and when moving around the school. This ensures that pupils do not “mess about”.
- Each class has a set of three different **Coloured Cards – Red, Blue, Green**. When a pupil leaves the classroom, s/he must take the appropriate coloured card with him/her
Green for going to the toilet
Blue for being on a message
Red is to summon a senior member of staff
- When a pupil is sent to a **“Buddy Class”** they must be sent with an **adult**. They must write a letter to their parent while they are there explaining why they were sent out of the class. They must also take work with them. If this work is not finished, then they must finish it off at home. However, books should not be sent home.

- There is a behaviour tracker. Pupils are inputted on this if they are constantly misbehaving.

Dealing with difficult situations

- If a pupil is attacking a pupils or a member of staff ;
- if pupils are fighting, causing a risk of injury to themselves or others;
- if a pupil is on the verge of, or engaged in, deliberate damage to property;
- if a pupil risks causing injury by rough play or misuse of materials or objects;
- if a pupil behaves in a manner likely to prejudice good order and discipline, e.g. persistently refuses an instruction to leave the classroom/behaves in a way that seriously disrupts a lesson then a judgement is called for on behalf of the adult as to whether reasonable force should be used.

In Bellenden, we endeavour to use the red card system first.

If force is used, then it should be the minimum needed to achieve the desired result. Make clear that the physical contact or restraint will stop as soon as it ceases to be necessary.

Types of force used could be: Standing between pupils

Blocking a pupil's path

Leading a pupil by the hand or arm

Placing a hand in the centre of the back

Force **can not be used** to prevent trivial misbehaviour.

Any instances where restrictive holds have been deemed necessary (in line with training received) then a fully written record is required.

Code of conduct

- All members of the school community are expected to show respect to each other.
- All pupils are expected to respect their teachers, other adults and fellow pupils
- All pupils are expected to respect their own and other people's property and take care of books and equipment
- Pupils are asked to be well-behaved, well-mannered and attentive.
- Pupils should walk when moving around the school.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Pupils are expected to be punctual.
- Pupils must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Pupils should wear the correct school uniform.

- Jewellery should not be worn.
- Pupils should not bring sweets, valuables, or mobile phones to school (in a very few cases these might be allowed – but the school does not accept responsibility for them)
- If watches are worn, they must stay on the pupil's wrist and not cause a disturbance

This code of conduct has been formulated with the safety and well-being of the pupils in mind and to enable the school to function efficiently as a place of learning.

Bellenden Primary School Behaviour Slip		
Name of child:		Date:
Brief description of misdemeanour :		
Member of staff referring:		Sent to:
Keep for the rest of the lesson Yes/no	Keep for ten minutes time out? Yes/no	

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