



BERSTED GREEN PRIMARY SCHOOL

Behaviour Policy

School Improvement priorities: Achieve; Care; Enrich/Enliven/Enterprise

Aim to:

- **Value and support pupils to, in their day to day lives and learning, demonstrate our core values:**

Courage – Resilience – Compassion – Responsibility – Respect – Honesty – Perseverance;

- **enable our pupils to be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution towards achieving economic well-being and being able to make choices about their employment in the future;**
- **Pupils will make progress through appropriate expectations in an interesting, calm and positive learning environment;**
- **Pupils will behave appropriately and be safe in a range of social and educational settings and situations.**

The principles and purpose of the behaviour policy are to:

- **Raise pupils' self-esteem;**
- **Promote/develop empathy and respect for self and others;**
- **Develop a sense of self-discipline and an acceptance of responsibility for their own actions;**
- **Ensure regular attendance;**
- **Develop an awareness of and adherence to appropriate behaviour;**
- **Encourage pupils to value the school environment and its routines;**
- **Ensure pupils are treated fairly;**
- **Empower staff to request appropriate behaviour from everyone;**
- **Acknowledge that the maintaining of good behaviour is a shared responsibility;**
- **Recognise positive behaviour;**
- **Promote a reflective approach to behaviour management;**
- **Ensure the policy is consistently implemented across the school;**
- **Ensure the policy is monitored and evaluated;**
- **Ensure the rights and responsibilities of all members of the school community;**
- **Ensure pupils make the progress they are capable of.**

We implement our behaviour policy through:

1. School ethos;
2. Expectations of the school community;
3. Curriculum;
4. School systems;
5. Rewards;
6. Sanctions;
7. Support systems for individual pupil need, for staff and for parents/carers.

1. School ethos respects the above aims and principles. Many will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults in the school community;

2. Expectations of the school community

Staff and Governors	Pupils	Parents and carers
To lead by example	To respect, support and care for each other both in school and in the wider community	To behave as role models also to be aware of and support the school values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time, appropriately dressed, with the appropriate equipment and healthy snacks/lunch
To encourage the aims and values	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and provide school with an explanation of the reasons for any absence
To have high expectations	To take responsibility for their own actions and behaviour and to engage with learning	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as requested by all members of staff throughout the school day	To provide regular communication between home and school To be supportive.
To encourage regular communication between home and school	To be accepting of others irrespective of race, gender, religion, age, ability/disability	To provide the school with emergency contact details and to communicate as needed.

3. Curriculum

We teach pupils the above-mentioned principles generally and specifically in PSHCE and in assemblies. Staff plan for learning carefully with the aim of pupils being engaged and interested.

4. School systems

The school rewards good behaviour with the aim of developing an ethos that promotes learning together. Incentive schemes are in place to recognise achievements and attendance including the merit scheme, celebration assembly and golden book.

5. Rewards

We praise and reward in a variety of ways: verbally; class rewards; merits (dojos's linked to merits for younger pupils) stickers, certificates, special privileges, letters home etc.

6. Sanctions

3 strikes- maybe red cards, faces, names on board to suit class;

Time in another class – no attention (SMT);

Work completed in own time e.g. break/at home;

Missing break time;

Behaviour incident form completed and Letter home (attached;)

Sent to Headteacher.

7. As we recognise that behaviour happens for a reason we strive to understand the cause for challenging behaviour. We also consider antecedents. From this **personalised support systems for individual pupil need** are put in place, for staff and for parents/carers to promote and help pupils to:

Work hard;

Present work neatly and complete work;

Speak to each other appropriately;

Be where they should be;

Use equipment as it's meant to be used;

Be safe around school.

This may be discussing with parents/carers, it may be through the negotiation of an individual learning plan, it maybe through targeted support in school.

8. **Continued poor behaviour can not be tolerated.** Where there is no impact or insufficient impact from sanctions and personalised support systems the school will need to take more serious action:

If 3 behaviour incident forms come to the Headteacher or there is a fairly serious incident then children will have a serious formal discussion with the Headteacher.

If 5 behaviour incident forms come to the Headteacher or there is a fairly serious incident parents will be asked to come for a discussion.

If 6 behaviour incident forms come to the Headteacher and other children's learning has been disturbed or there is a serious incident a pupil may be excluded by the Headteacher. This may be a short term exclusion, it could be permanent.

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with any incident involving aggressive or reckless behaviour. Positive handling would be used as a last resort in line with DfE advice. Staff involved would have undertaken Team Teach training.

Some situations where positive handling may be used might include:

- A pupil attacking a member of staff or another pupil;

- Pupils fighting and not stopping when requested;
- A pupil on the verge of committing deliberate damage;
- A pupil causing injury, or, at risk of causing injury or damage;
- A pupil behaving in such a way that a lesson is seriously disrupted.

Parents would be informed.

Evaluation – on-going:

Reviewed Oct 2017 – positive handling
Review date: October 2019

Review Autumn 2020 – Headteacher and Chair of governors

Review Spring 2024