

BLACKWELL FIRST SCHOOL



BEHAVIOUR POLICY

VISION

At Blackwell First School we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

Introduction

The staff and governors at Blackwell First School believe that good behaviour supports a school in fulfilling its duty.

Our policy for behaviour management is positive and praise and rewards for good behaviour are at the heart of the policy. Setting a good example is paramount and staff attitude will be the most critical determiner of the success of the policy. The staff determines the calm, positive and consistent tone of the environment in which pupil/staff relationships can be developed, enabling each child to achieve.

Central to the policy is a system of agreed rules, rewards and sanctions. We guide the children towards making the right choices by teaching them the conventions of good behaviour and ensuring that they take responsibility for their own actions.

Aims

- Create an environment of respect, where children, staff, parents, governors and visitors treat each other with respect, care and consideration.
- Create a calm atmosphere in which effective learning can take place.
- Teach children to care for the school buildings and the environment.
- Create a caring attitude towards others, including the local community, by behaving in a socially acceptable manner whilst working and playing and when out of school.
- Teach children to recognise, understand and tolerate the fact that we are all unique and that different people have different needs and beliefs.
- Teach children to develop self discipline and to be responsible for his/ her actions.
- Through building a positive and open home school partnership, work supportively with parents to ensure a consistent approach to positive behaviour management.

Responsibilities

- For the school to provide a clear policy, consistently implement rewards and sanctions and to liaise with parents/carers to support positive behaviour.
- For the parents/ carers to liaise with school regarding their child, sign the home/ school agreement and actively support the behaviour policy.
- For the staff to provide a safe, well-ordered and caring environment in which learning can take place.
- For the staff to value individuals, know their needs and to provide consistent guidance.
- For the children to follow school rules and help each other and staff to work together in the school and wider community.

Bullying (see anti-bullying policy)

Bullying within school or the local community is not condoned and appropriate action is taken when incidences occur. The headteacher should be made aware of such incidences and steps will be taken to involve parents. Parents and children should be in no doubt that such behaviour is totally unacceptable. Children should also be aware that they must inform staff of any bullying so that these can be eliminated. This applies also to suggestions or indications of racial harassment.

Rules, rewards and sanctions

Our policy of assertive discipline and self esteem promotes a shared commitment to nurturing capable and competent young people who are able to take responsibility for their own futures and who show respect and care for other people and property. The success of the policy relies on clear, concise rules that are clearly understood and consistently applied.

Rules

Blackwell First School Rules

- Follow instructions - *from all staff straight away* - to show respect
- Be kind - *and caring towards one another and play fairly* - to show that we value each other and to make sure that others are happy
- Look after things - *our building, environment and equipment* - to allow all of us to share them
- Move and act safely - *moving in and out of the buildings quietly and walking sensibly* -to keep everyone safe in school
- Try your best - *work hard in and out of the classroom*- to help everyone to achieve their potential

These school rules are discussed in each class so that the children understand them. Each class agrees a class set of rules at the start of the school year. These are displayed prominently and referred to by teachers. They should be age appropriate, simple to remember and have visual prompts. These rules are re visited regularly by class teachers.

Our policy and practice are based on positive approaches and praise outweighs negative remarks by at least 3 to 1. When children break rules, words of criticism are used about the child's behaviour (not them). Staff members then offer constructive advice on how a child can improve their behaviour.

Rewards

We promote the principles of good behaviour, sustained effort and respect for others from Reception to Year 4. Rewards are applied consistently to acknowledge children who follow instructions and choose to behave responsibly.

Children may earn:

- A smile
- Non verbal signals, eg nod, thumbs up, clap
- Verbal praise
- Certificates for exceptional effort, learning or behaviour
- Moving up the zone board (in some classes)
- Sharing work/ achievement - go to another class to show work etc
- Marking on work - positive comments
- Gold book and assembly certificates - recorded praise
- Monitor roles in class
- Tell parents of success
- Peer acknowledgement

Additional rewards by individual classes may include:

- Points/ rewards for groups/ tables
- SEN target sheets/ charts and behaviour records
- Classroom toy to go home
- Class reward system such as names in a bag, marble jar etc

NB - sweets or edible rewards will not be used.

Scaffolding good behaviour

In order to achieve high standards of behaviour it is essential that pupils are supported using a variety of classroom management strategies.

- Explicitly and frequently reminding children of your expectations e.g. before assembly remind class that they walk in and out silently, expected assembly behaviour etc
- Proximity praising e.g. if a child is not yet listening praise a child nearby who is
- Ensuring careful, considered seating (lining up) of children, at tables, on the carpet, in assembly etc
- Non-verbal reminders such as prompt cards
- Use of 'choice' language with a child e.g. you can choose to put that away and return to the carpet OR you can carry on playing with it and get a warning
- Tactical ignoring (to be used with caution and only for behaviour that is NOT hurting or distracting others) and praise children who ignore well
- Explicit teaching and explaining of behaviour management strategies with classes e.g. so that they understand tactical ignoring
- Brain gym/ Wake and Shake/ Active Breaks as energizing/ calming activities between lessons and to refocus
- Use of music for tidying up/calming down/quiet snack times etc

If a child has received a warning during a morning or a child finds it hard to conform during lunchtimes/ playtimes, members of staff support children in a variety of ways, for example a teacher may spend a few minutes with a child to explain expectations for playtime or may give a child jobs to help them avoid conflict at playtime.

Sanctions

There are occasions when rules are broken and sanctions are necessary. Accepting consequences for unacceptable behaviour is an important responsibility. Children must know and expect sanctions for breaking rules. Staff must consistently use sanctions and ensure pupils understand what behaviour led to the sanction.

On occasions, alongside issuing sanctions, it may be appropriate for the sanction to be a task that is restorative in order to support the child in understanding the consequence of their actions, e.g: For a child who has drawn on a table, they should clean the table themselves.

Sanctions are recorded on a Behaviour Tracking Sheet which is in each classroom. Every day, each child begins the day with a 'clean sheet' and has the opportunity to give their best (except for children with repeated poor behaviour who may need 'time out' a following day). Children who need more than one reminder about following school rules must receive warnings and be recorded on the tracking sheet. Tracking sheets will be retained in classrooms and monitored by the classteacher, Access and inclusion Manager and headteacher.

Parents are advised when their child's behaviour gives cause for concern and are encouraged to support the school and staff in the implementation of the policy.

Teachers will record children's behaviour on the tracking sheet.

1. Verbal warning- reminder
2. Amber on zone board if used-reminder
3. 10 minutes sitting alone in class (time to discuss with teacher when possible)
4. Blue class for 10 minutes 'Time Out'- with task
5. Loss of lunchtime /playtimes for rest of day and if given after lunch, loss of lunchtime next day. Parents informed by class teacher. A&I manager to be informed. Move to red on zone board if used

Sanction 6

A child who reaches a Sanction 5 twice in a half term will move to Sanction 6. The classteacher will verbally request a meeting with the parents/ carers. The A&I Manager will be present at this meeting. The classteacher will keep a diary/ record to monitor the child's behaviour.

Sanction 7

If a child has reached Sanction 6 and continues to reach Sanction 4+ on a weekly basis, they will move to Sanction 7. The Headteacher will verbally request a meeting with the parents/ carers to set targets and discuss behaviour strategies, which may include Code of Practice strategies and the involvement of the Access and Inclusion Manager. A behaviour contract will be agreed where specific targets for improving behaviour are agreed with the child, the teacher and the parents/ carers.

As part of the behaviour contract, additional sanctions and rewards may be established. The classteacher will keep a diary of the child's behaviour, fill in the target sheet daily and update parents on a weekly basis of progress towards targets. The child will report to the headteacher each week with his/ her target sheet.

Sanction 8

When a child does not make progress at Sanction 7, outside agencies may be involved, such as Social Services, Educational Psychologist, the Pupil Referral Unit. It may also be necessary to consider temporary or permanent exclusion from school. The school governors will be informed of PRU involvement and exclusions.

Serious misbehaviour

This includes:

- physical harm or injury with INTENT to hurt;
- serious verbal abuse (including rude gestures) with INTENT to cause emotional hurt;
- breaking the law for example, stealing, damage to property
- racial harassment;

- repeated bullying towards a child or
- deliberate defiance.

Serious misbehaviour will result in an immediate Sanction 5. The child will be given an opportunity to think about what they *feel* about their behaviour.

Poor behaviour often leads to missed work and children will then be expected to complete work at playtime under supervision and should also be given time for a visit to the toilet, a drink and a snack.

Poor behaviour in an extra curricular activity will lead to a missed session the following week and repeated poor behaviour will lead to suspension from the club for a term.

Behaviour at lunchtime

It is important that excellent standards of behaviour are maintained at lunchtime and that children are aware of what is and is not acceptable.

This is the time of the day when children are most able to interact socially with their friends and peers. They are aware that at this time they are responsible to the lunchtime supervisors and should treat them with respect and courtesy.

Instances of inappropriate behaviour are dealt with by lunchtime sanctions, linked to the tracking used in class.

Lunchtimes -

1. Verbal warning - may/ may not be asked to stand on 'the wall' for 5 minutes time out
2. Red slip is completed by the supervisor and handed to the classteacher - 1 warning on tracking sheet in class
3. The child is brought in by a supervisor to the Headteacher or Access and Inclusion OR the headteacher/A&I is sent for if necessary - serious misbehaviour

Playtimes

The teacher on duty must report misbehaviour to the classteacher who will record sanctions accordingly.

Supply staff/ students

Supply staff/ students will be given a copy of Blackwell First School Behaviour policy and encouraged to support the policy.