



Beeston Primary School Behaviour Policy

*"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)*

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must

work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

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

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.

We believe good behaviour can be promoted by:-

- Monitoring children's behaviour
- Negotiation of classroom and playground rights, rules and responsibilities
- Using a school reward scheme (The Rainbow steps)
- Involving parents
- Providing clear expectations of behaviour for the whole school
- Use of effective classroom management techniques

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different

abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

School Rules

Consultation with staff and children has taken place and the following basic school rules, positively phrased, have been decided upon:

- ❖ **I can be gentle and kind**
- ❖ **I can work hard**
- ❖ **I can look after property**
- ❖ **I can listen to people**
- ❖ **I can be honest**
- ❖ **I can remember that each of us is special**

Rules have to be obeyed by the individuals in our school society for the comfort, safety, and well being of all.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

The following rewards may be presented publicly in class or during assembly:-

- Team points
- Certificates/Star awards
- Stickers
- Special praise/stickers etc from department leaders/headteacher
- Golden/Special time

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment 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 punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

The Rainbow steps

Beeston Primary School Behaviour monitoring procedures

Step 1	Name on the board
Step 2	5 minute time out/work in isolation (IN CLASS) Discussion with class teacher
Step 3*	10 minutes in the Rainbow Room or until calm Five minutes taken from playtime.
Step 4	Involvement of Department leader / a full session at the discretion of the class teacher . A letter sent home to the parent/carer so they are aware of what had happened that school day.
Step 5	Sent to the head teacher.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

Bullying

We believe that developing and maintaining our school ethos is vital to help prevent incidents such as bullying. This is achieved by a number of different measures, such as Personal Social Health and Citizenship Education (PSHCE), Collective Worship, reward systems, Playtime Rules and Class Codes, play equipment, lunchtime clubs, new children (both in Foundation Stage or those new to other year groups children are allocated a buddy).

Every school has some incidences of minor bullying and it is important that these are dealt with firmly and consistently. We have a clear written policy for dealing with bullying which is reviewed annually as part of our Anti-Bullying Charter. A copy of this is available on request.

Racist incidents

Racist incidents are taken very seriously and recorded on a separate proforma which logs follow up work with both victim and perpetrator as well as involvement of parents and carers.

Definition of a Racist incident

Any behaviour, verbal or physical which is used intentionally to hurt someone else and that includes language related to race, religion or culture.

ABC forms must be filled in when the behaviour is physical or a reoccurring event which is targeted at specific children. If the child using the language is aware of the meaning then this is racism and must be reported.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed by the school Inclusion team before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

To be reviewed July 2018

Signed _____ HEADTEACHER

_____ CHAIR OF GOVERNORS