



Barlborough Primary School

BEHAVIOUR POLICY **(Reviewed and Updated May 2017)**

Good behaviour is important if education is to be efficient and effective. Children respond well to a system in which they know where they stand and which is based on the mutual respect teachers and pupils have for each other. Teachers should have high expectations of their pupils' behaviour at all times. Teachers should involve the children in the setting of class rules.

Children arrive at school with various levels of understanding as to what is acceptable and what is unacceptable behaviour. These are then influenced by the attitudes of all they come into contact with, therefore the school needs to ensure that its affect is positive.

This may mean teaching children appropriate behaviour for the social situations found in school. This needs to be done in a positive way i.e. by teaching children how to behave rather than by telling them off after they have got it wrong.

The policy covers all the children while they are under the school's responsibility:

- On the school premises including the playground, field and Village Hall.
- When taking part in extra curricular activities at school or elsewhere.
- When taking part in school visits.

Aims

At Barlborough we aim:

- To promote a positive purposeful working atmosphere.
- To encourage children to develop self discipline.
- To encourage respect for other people.
- To encourage respect for the views of others whether similar or different from their own.
- To help children understand the need for rules.
- To develop an ethos in which children are courteous, and care for each other, for staff and for visitors to the school.
- To ensure children feel safe and secure at school and trust all staff.
- To ensure that reactions by staff are fair, appropriate and consistent.
- To ensure that there is a clear understanding between staff, governors, parents & children about the kinds of behaviour which are unacceptable.

These aims will be achieved:

- By consistently insisting that the school rules are obeyed. (See Appendix 1)
- By recognising good and considerate behaviour and by praising or rewarding it using Golden Time and other methods listed below.
- By ensuring that children know when they have broken a rule and what the consequences are.
- By ensuring that children understand the rules and why we need to have them.
- By encouraging the children to take responsibility for their behaviour by apologising or making restitution.
- By ensuring that children are involved in the setting of class rules based on consistent guidelines.
- By encouraging children to be inclusive in their play.
- By discouraging aggressive or dangerous play.
- By showing that we value children's efforts by being positive in the way we mark and display children's work.
- By giving a high priority to our care and pride in the appearance of Barlborough School. We expect children to positively endorse this attitude.
- By using positive teaching through assemblies, drama, and P.S.H.E. to develop co-operation, respect and empathy.
- By developing an understanding that any form of bullying is unacceptable and that staff can be trusted to deal effectively with bullying incidents.
- By teaching children to recognise bullying situations and develop strategies to deal with them.



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We do not expect children's behaviour to be less than acceptable and the following types of behaviour will not be tolerated:

- Aggression whether physical or verbal.
- Lack of respect for other people.
- Lack of respect for other people's property and work.
- Racist behaviour.
- Bullying.
- Homophobic behaviour.

Rewards and Consequences

Rewards

The school operates a behaviour system that rewards good and considerate behaviour through Golden Time. We will encourage good behaviour using positive reinforcement as much as possible. Other methods of reinforcing positive behaviour will include:

- A smile.
- Verbal or written praise.
- Exemplification of individual efforts.
- House points.
- Special mentions.
- Head teacher's awards (stickers & certificates).
- Attendance certificates.
- Superstar certificates.
- Doreen Haywood Trophy.
- Class cups.
- Lunchtime certificates and cups.

Consequences

If children break a school rule then staff will use the weather behaviour system to reinforce to children that their behaviour is not acceptable. (See Appendix 2.) All classrooms will have a Golden Time display in their classroom with the weather symbols on and staff will make sure children are familiar with what these symbols mean and the type of behaviour that warrants being on that symbol. Children will lose Golden Time if they do not behave appropriately and follow our rules.

The SLT monitor the children that miss Golden Time. If a child misses 3 consecutive weeks of Golden Time (or if they miss the majority of a terms Golden Time but not in consecutive weeks) then a letter is sent home to parents outlining concerns about their child's behaviour, inviting them to come in and discuss this with the class teacher and warning that their child's behaviour will continue to be monitored, and should it not improve they will need to go on an individual behaviour chart.

Individual Behaviour Charts

If a child's behaviour does not improve after the letter to parents and they are still missing Golden Time frequently then the SLT will inform the class teacher that the child needs to be put onto a behaviour chart to monitor them even more closely. Only the SLT will decide which children need to be put on a behaviour chart.

Children should use the behaviour chart given by SLT and it should be filled in with a sad, straight or smiley face depending on how the child has behaved during that session. The child should take their behaviour chart home each night and have it signed by a parent/carer. On a Friday they are to take their chart to a member of the SLT at 12pm so that the children can reflect on their behaviour that week thinking about things they are proud of and things they are disappointed with (using a given proforma) and the SLT can work out time missed in preparation for Golden Time.



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If a child doesn't have their behaviour chart with them they will miss all of Golden Time. How much Golden Time will be missed that afternoon will be worked out depending on the number of sad and straight faces. (straight = 30secs missed initially, sad = 1 min missed initially) The amount of time missed needs to improve each week. If a score gets worse then next week they need to reduce the time, if it is worse again the time for each sad face doubles to 2 mins! If a child's time missed becomes greater than the whole of Golden Time then next steps will need to be taken.

In order to come off a behaviour chart the amount of time missed during Golden Time needs to be reduced for 3 consecutive weeks. If a parent is not signing a behaviour chart AG will send a letter reinforcing how important this is. If charts are still not being signed then parents will be asked to come and have a weekly meeting with the class teacher to look at the chart together and discuss it. If a child is on an individual behaviour chart it will result in the removal of privileges such as representing our school at events such as sports festivals or being able to attend the school disco.

The governors have agreed that, for safety reasons, any child on a behaviour chart will only be able to attend a school trip if a parent/carer can accompany them (the adult would need to pay the coach fair and any admission prices). If the child is unable to be accompanied, then the class teacher will arrange for the objectives of the trip to be met as far as possible in school. If a child's behaviour is part of a statement or education health care plan, the school will try to arrange appropriate support in consultation with the child's parent/carer. For residential trips, the SLT will decide if a child's behaviour is likely to put their own or others' safety at risk **and an individual risk assessment will be carried out with guidance from Derbyshire behaviour support. Where the level of risk is too high, then due to safety reasons, the child will be unable to attend.**

Despite being on a formal behaviour chart, if a child's behaviour shows no sign of improvement (i.e. they remain on a behaviour chart for 12 weeks+), then the school will seek advice from Derbyshire Behaviour Support. The headteacher will discuss with the parents whether the child's behaviour is also challenging at home and may refer the family to the MAT team.

Other consequences for continually breaking school rules will include:

- Formal meeting with parents to work out agreed strategies (inclusion on the special needs register if relevant).
- Internal exclusion.
- Exclusion from the premises at lunchtime.
- Fixed period exclusion.
- Permanent exclusion.

Although there is a hierarchy of sanctions, stages may be jumped depending on the seriousness of the act.

Behaviour in the playground

Children should follow the playground rules. These are displayed around the school and in each classroom. Staff should refer to these and children should know what the consequences are should a rule be broken.

Staff should manage behaviour in the playground:-

- Through Discussion :
 - Stop and calm the child down.
 - Listen to both sides of a problem with no interruptions while each child is talking.
 - Relate to rule.
 - Discuss a solution with the children (ensure that one child is not dominating).
 - Put the solution into effect.
- Through Time-out:
 - Children who break a playground rule will do time out with the teacher on duty or MDS straight away on the playground.
 - Where an incident warrants, because of seriousness, a child will be sent inside to see the Key Stage Leader, Deputy Headteacher or Headteacher.

Bullying

It is a basic entitlement of all children at Barlborough Primary School to feel safe and secure in an environment free from humiliation, fear, oppression and abuse. Every member of the school community has a responsibility to take action to care for others.

The policy will only be effective if:



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- Everyone knows what the policy is.
- The policy is applied consistently.
- Everyone supports the policy.

Aims of our Anti- Bullying policy:

- To prevent bullying.
- Deal with bullying when it occurs.
- Use as part of the behaviour policy.
- Teach victims how to deal with bullying situations.
- Teach bullies how to empathise with their victims and moderate their behaviour
- Record incident on a Bullying Incident Form (kept in the Head's office).

Bullying in any form will not be tolerated.

Definition - Bullying behaviour is:

- Generally persistent.
- Deliberately hostile.
- Involves an imbalance of power.
- Causes distress to one or more children. This includes:
 - Actual violence.
 - Threats of violence - verbal and non-verbal.
 - Teasing and/or name-calling.
 - Ignoring.
 - Interfering with property.
 - Racially and/or sexually offensive remarks and/or behaviour.

We will:

- Raise awareness through the curriculum.
- Make all pupils, staff and parents aware of the acronyms S.T.O.P (several times on purpose) and S.T.A.R.T (start telling and reporting trouble)
- Give pupils opportunities to talk about bullying in general.
- Investigate all incidents.
- Take action as appropriate using consequences detailed in the behaviour policy.
- Involve parents when appropriate.

Evaluation

This policy will be reviewed every 2 years. Views and evidence will be sought from all possible sources.



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Appendix 1

School Rules

To help protect our *rights* and encourage *responsibility* we have basic rules for both inside and outside the classroom. Staff will regularly review and reinforce rules both for inside and outside the classroom.

Teachers and pupils will set their own class rules together at the start of each school year and these will be referred to regularly. The class rules will be broadly in line with those listed below.

Talking and communication rules

- We always tell the truth.
- We put our hands up rather than shouting out.
- We listen when other people are talking.
- We make no more noise than is necessary for the task we are doing.
- We save our social chatter for breaktime.
- We don't say hurtful things.
- We don't make racist or homophobic comments.
- We sit quietly in assembly.
- We sit quietly during meditation or prayer time even if we do not wish to take part.

Movement rules

- We arrive at school on time.
- On the rare occasion when we are late we report to the main office and make sure Mrs. Wheatcroft knows we have arrived.
- We always walk into and inside school.
- We move quietly from room to room.
- We walk to our lines when it is time to line up.
- We line up in quiet single lines.

Learning rules

- We always produce the best work we can in the time allotted.
- We co-operate when we are working in pairs or groups.
- We complete homework.
- We bring the correct equipment and kit to school on the right days.
- We work following the safety rules.
- We use equipment carefully, correctly and safely.
- We follow rules laid down for trips.

Appendix 2



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Weather Behaviour system

Reception – a large rainbow, sun and white and grey cloud should be on display in the classroom. All the children start the day on the rainbow (unless they are the previous day's sunshine children). If a child has received a warning and does not behave appropriately, their name is moved on to the white cloud. If their behaviour does not improve their name is moved onto the grey cloud and an instant time out in the classroom is given. Their name is then put back on the rainbow following the time out.

Years 1 and 2 – a large rainbow, sun, a white cloud and a grey cloud should be on display in the classroom. All the children start the day on the rainbow (unless they are the previous day's sunshine children). If a child has received a verbal warning and their behaviour does not improve their name is moved on to the white cloud and they have to miss 5 minutes of the next break/dinner. Their name is then put back on the rainbow at the start of the next lesson.

If a child's behaviour does not improve before the next break then they may be moved to the grey cloud. The child has to miss 5 minutes of the next break and 5 minutes of golden time. This should be recorded on class sheets with a note of the reason. The child is again moved back to the rainbow at the start of the next lesson.

Examples of white cloud behaviour – not working to their full potential, disrupting the learning of others, throwing something in the classroom, leaving the classroom without permission, name-calling.

Examples of grey cloud behaviour – sometimes a child may be moved straight to the grey cloud. For example, inappropriate language/attitude when speaking to an adult, hit/kick another child when provoked. If a child continues to misbehave whilst already on the grey cloud they should do time out with the Key Stage leader or deputy head.

Years 3-6 – As Years 1 and 2 plus a rain cloud and storm cloud.

If children are on the grey cloud and still continue to misbehave they should have their name moved onto the rain cloud. Children on this cloud will miss 5 minutes of the next break, 5 minutes of golden time and be sent to the Key Stage leader or deputy head for time out. They should take their work with them. They will return to the rainbow after the next break/dinner but it must always be recorded what stage they had reached previously.

As well as being placed on the rain cloud because behaviour has continued to be unacceptable within a lesson, children can also be placed straight on the rain cloud for – storming out of the classroom, swearing at a member of staff, hit/kick another child without being provoked.

For extreme behaviour such as – clear evidence of bullying, racism, homophobia, assault on staff. The child's name will be placed on the storm cloud and the headteacher/deputy should be informed immediately of children reaching this level.