



Boorley Park School

Statutory Policy

Initial Policy: April 2019
Policy updated: April 2022
Next Review: Nov 2022
Key Person: TLS

Behaviour Policy

Effective Learning and Teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.

Principles

At Boorley Park Primary School we believe positive behaviour is achieved by:

- Creating an environment that encourages and reinforces good behavior.
- Promoting self-esteem, self-discipline and positive relationships.
- Ensuring that the school's expectations and strategies are widely known and understood and there is a consistency of response to both positive and negative behavior.
- Fostering mutual respect and providing a climate where pupils relate well to other members of the school community and where effective learning can take place.
- Encouraging the involvement of both home and school in the implementation of this policy.

Practice

At Boorley Park Primary School we will ensure:

- That consistency and fairness are apparent at all times across the school.
- That learning takes place in a secure and safe environment.
- That the emphasis is on rewarding good behavior and promoting celebration of pupils' positive choices.
- That rewards are realistic and achievable.
- That expectations are regularly shared and discussed with pupils.
- That the consequences of unacceptable behavior are clearly explained to all pupils, by having established simple rules for all to follow.
- That individual behavior plans are in place to support pupils where appropriate.
- That we foster open and supportive communication with parents about all forms of behaviour, both positive and negative.
- That we involve other support agencies to help support pupils' behavior.

In line with the Equality Act, the school will ensure that its Behaviour Policy and practice is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race, gender identity and sexuality or ability. This includes fair treatment for those with parents or guardians who have protected characteristics.

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 aim to:

- Create a positive climate with clear and 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.
- Ensure that no child is 'invisible'.
- 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.

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

It follows that lessons have clear objectives, are 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 feedback 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 are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom provides a welcoming environment.

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

All classes display a visual behaviour system. This comprises of 6 stages – each child starts the day on 'ready to learn'. They can move up to 'making good choices' and to 'role model' through demonstrating the core values of the school. Any child who finishes the day on 'role model' is awarded a sticker. If a child is not following the school behaviour code, they can be moved down to 'reminder', 'adults' choice' or 'time out' (depending on the severity of their behaviour choice). Sanctions are proportionate to actions and the aim is for all children to move back up the chart once they start making better choices in their behaviour again.

Rules and Procedures

Rules and procedures are written through consultation with all staff, pupils and parents. They:

- are 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;
- are consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

All members of staff have a responsibility:

- To raise the pupil's awareness and understanding of the agreed rules.
- To ensure that they are applied consistently and fairly.
- To model positive behaviours and build relationships.
- To plan lessons that engage, challenge and meet the needs of all learners.
- To address behavioural issues (good or bad) as close to the event as is reasonable.
- To never ignore or walk past learners who are not behaving well.
- To be aware of the specific needs of individual pupils.

As a result of these rules, these are some of the outcomes we would expect to see:

- Children walking quietly and purposefully at all times in the learning environment (as appropriate) and on entry and exit to and from school.

- Children arriving in a quiet and composed manner for collective worship and engaging in the assembly as appropriate.
- Children learning and playing together successfully and cooperatively.
- Children interacting with adults and their peers in a polite, friendly and respectful manner.
- Children contributing towards maintaining a clean and tidy school.

Policy for Promoting Good Behaviour – Behavioural Rewards and Sanctions

Rewards

When children behave well they are rewarded in a positive way i.e. through positive praise such as: 'That is exactly the type of behaviour which we like to see at Boorley Park.' A variety of rewards are given to children for effort and achievement in their work as well as for achieving high standards.

Verbal praise is used frequently, and when children behave or work well, this is given clear recognition (i.e. including beyond the classroom). Within classes there are systems in place that formalise the rewards. Teachers agree these systems to ensure that there is consistency in the approach taken.

Stickers can be used by staff to reward individual pupils for good work and good behaviour. These are linked to the school values and learning behaviours. These stickers are awarded fairly with a conscious effort being made by all staff to reward pupils equally.

Boorley Park Post Card is a post card that is awarded in recognition of success. All staff members can give them. The member of staff writes on the post card how the child has been successful and at the end of the day they are taken home. These rewards take place in each classroom alongside other flexible reward systems used by individual class teachers.

'Learner of the Week' Award is a certificate that is awarded to at least one child from each class each week. They are presented during a whole school assembly when success is being celebrated. The award acknowledges particular effort or achievement across any area of school life, linked to the school values. During the year we aim for each child in every class to receive a certificate at least once.

Core Values Certificates – there are six certificates, each one linked to one of the core values of the school. All members of staff can award a certificate to any child who has demonstrated particularly well one of the core values. The aim is for all children to collect a set of the six certificates each year.

Lunchtime Awards are presented at the same whole school celebration assembly to children who have shown particularly good behaviour during lunchtimes. These are awarded by the lunchtime staff. Pupils who receive the certificates have lunch with the Headteacher at a special 'top table' the following week. There is no fixed frequency with which these certificates can be awarded and so a child who is seen behaving well frequently, may receive these awards more frequently than another child in their class or year group.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not, we ask them to either move to a place nearer to the teacher, sit in a difference place or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher identifies the undesirable behaviour and more desirable behaviour is explained explicitly. Where possible direct links are made to our core values and behaviour charter. If a child misbehaves repeatedly, a child may need to be isolated from their peers while s/he calms down, and is in a position to work sensibly again with others.
- If a child is repeatedly disruptive over a longer period of time then a meeting will be set up with parents. A behaviour plan with agreed targets for improving behaviour is designed by the class teacher, working with the SENCo. The plan will be reviewed with the child and their parents.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of the session.

- If a child threatens or bullies another pupil, the class teacher records the incident and discusses the incident with the child. The Headteacher or a senior member of staff is informed and involved at this stage, they will speak to children involved and clarify expectations for behaviour and appropriate routes for seeking help as appropriate.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child is known or thought to have sensory or communication difficulties, a different, simplified or more structured approach may need to be taken. There is an understanding that approaches taken need to be personalised, each child and each situation is considered on an individual basis. As appropriate additional advice may be sought from outside agencies.

We work with children to help develop an understanding that actions have consequences. Where behaviour does not meet school expectations, there will be a consequential response taken by the school. The consequence given will be discussed with the child by class teachers and phase leaders, and where appropriate with other senior staff. We endeavour that the consequences, or sanctions that arise as a result of undesirable behaviour focus on educating a child, to see why a behaviour was undesirable and the impact it may have had on themselves and others. Staff work with children to explore more desirable behaviours and strategies for coping in similar future scenarios.

For instances of extreme unacceptable behaviour

- e.g. -
1. continued and deliberate defiance
 2. fighting or deliberately hurting other children e.g. biting
 3. running out of the classroom and/or off the premises
 4. deliberate damage to equipment
 5. abusive language
 6. actions which are deemed to be dangerous to self or others

The course of action will be at the Headteacher's discretion and as a general guide it is likely that the parents will be notified immediately and asked to come into school to discuss the problem. Should such behaviour continue suspension (a fixed term exclusion) may be considered but this must be in accordance with statutory guidance on suspension and exclusion. Accurate and up-to-date records are kept detailing negative consequences given to children.

In the event of a serious incident of extreme behaviour, a member of the School Leadership Team will be informed as soon as possible. The incident must be fully reported, in writing, by the member of staff who witnessed the incident and the report must be copied to the Headteacher. This must be completed as soon after the incident as possible.

If a member of staff requires immediate assistance, two responsible children should be sent to the School Office, to ask for assistance using the red card in the classroom. This will signal the need for a senior member of staff to be dispatched to the appropriate classroom. Only in extreme emergencies, when the safety of a child(ren) is potentially at risk, should the teacher in charge of the class leave the class to summon help. Adults in the nearby environment should be made aware of the need to supervise the class during the teacher's absence, or can summon help on the teacher's behalf. Children should not be left unsupervised after a significant disruption.

Any such incident must be fully explored with the child and any other children who were directly or indirectly involved, either as active participants or as witnesses. Children must be given every opportunity to present their accounts and be encouraged to explain any contributory factors. These should be recorded by the senior member of staff investigating the matter. Having taken into account all circumstances, it will usually be appropriate to inform parents/guardians of the incident and any consequences/sanctions. It is important that parents are made aware of issues affecting their children's learning and behaviour. Parents can often offer an important perspective that may need to be considered when imposing a sanction.

Incidents reported and recorded will be retained by the Headteacher and referred to in the event of subsequent serious breaches of the school's Behaviour policy.

Possible sanctions/consequences which can be applied include:

- Formal meeting with parents, child and Headteacher.
- Time out of class, supervised.
- Written/spoken apologies to the injured party.
- Lunch/break time detention, for which 24 hour's notice will be given to parents prior to the detention being carried out. Children can be detained immediately should an incident pose an immediate risk to the Health & Safety of other children.

In extreme cases, the decision to exclude a child either temporarily for a fixed period or permanently may be taken, if appropriate and in accordance with statutory guidance and statutory rights to appeal. See school's policy on exclusion and 'Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

Use of reasonable force

• Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: Advice for Head teachers, staff and governing bodies Ref DFE-00295-2013* and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

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. All teachers will keep a log of behaviour that concerns them through the use of the Behaviour Diary.

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 before more formal steps are required. The school also works with other agencies as appropriate in order to support children. Other agencies include the Primary Behaviour Support Team and the Educational Psychology Service.

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.

Linked Policies: Anti-Bullying Policy
Behaviour for Learning - Exclusion Policy
Child Protection Policy

