

Behaviour Policy 2010



New Hall Primary and Children's Centre

Behaviour Policy

Children's behaviour is central to the learning process and is an intrinsic element of education. We expect our children to make academic progress and to learn how to behave with consideration towards each other, their teachers and staff that share the school with them, their parents, and their families, and the wider community. We acknowledge the impact that all of these things have upon the individual and seek as far as possible to work in partnership with them. At New Hall all children need to feel confident that we are approachable, will listen, will support and will take action.

The Whole School Approach

Aims

- To encourage behaviour and attitudes based on the principles of self-discipline and respect - for ourselves, for others, and for property
- To provide the opportunities for children to learn how to behave appropriately
- To model ways to behave correctly and provide children with the opportunities to develop skills and strategies to deal with situations
- It is the responsibility of all adults and children to promote good behaviour both in and out of school

Roles and Responsibilities

- All staff monitor pupil behaviour within sight and sound of them, and give appropriate rewards and sanctions

- Class teachers are responsible for their children's pastoral care and behaviour in conjunction with the Head, Deputy, AHT and BECO
- Responsibility for pastoral care and behaviour is also shared with the Wraparound Staff/Teaching Assistants/Supply Staff/Lunchtime Supervisors
- The BECO will seek to advise/support and where appropriate liaise with lunchtime staff, parents and outside agencies; Wraparound staff
- All incidents should be recorded in a Behaviour File
- More serious incidents should be referred to a senior manager in the first instance who will deal with it. If an incident is deemed very serious such as a racist comment or fighting then it will be referred to the Deputy or Head teacher directly. We have a zero-tolerance approach to fighting.

Framework for Intervention

New Hall Primary and Children's Centre is part of the **Birmingham Framework for Intervention** programme. See Appendix A. In addition, behaviour is supported by lunchtime inclusion support by the BECO (see above).

Behaviour and Movement within school

- Children line up in single file or pairs sensibly at all times
- For safety, children always walk on the left hand-side along corridors and staircases
- No food or drink to be taken into the toilet area at any time
- Football can be played at lunchtime only (on the field) weather permitting
- Children to change into trainers at lunchtime only
- Break time snacks: Children eat their snack in the classroom 5 minutes before the break time bell
- No food or drink to be taken onto the playground at any time.

School Rule

- Behave sensibly and sensitively.

(Staff to reinforce daily)

Playground Rules

See Appendix D

Class Rules

At the start of each year we establish class rules. This is an important part of establishing the framework for common rights, responsibilities and rules. We believe it is important for a teacher to establish high expectations of their class's behaviour at the start of the year. The teacher makes explicit the procedures, routines and expectations for:

Using the cloakroom
Entering and leaving the classroom
Registration
Movement around the classroom
Using and sharing resources
Gaining the teacher's attention
Going to the toilet
Wet playtimes and lunchtimes
Tidying up

Classroom rules once agreed are signed by the whole class and displayed.

Rewards

Our children 'thrive' on being rewarded for their positive behaviour. The emphasis in our approach is based upon encouragement and recognition of the positive. To that end, the school has a number of reward systems, which are outlined in Appendix B.

Sanctions

Exclusions from a curriculum activity, unless on the grounds of safety, or the potential of extreme disruption to the good order of the group or lesson, is not used as a sanction at New Hall.

It is not reasonable to detain or punish a group or whole class for the behaviour of a small group or an individual.

See Appendix C for agreed sanctions.

Lunchtime

The Lunchtime behaviour code is a continuation of the school's behaviour policy. Incident notes will be issued at lunchtime; and to be read and distributed by class teachers.

A similar sanction procedure will be conducted by lunchtime staff. Numbered cards will be assigned to poor behaviour.

- 1 - Caution
- 2 - STOP
- 3 - Incident Card (RED CARD)
- 4 - Referral to a member of the Senior Leadership Team

For Foundation Stage, a 'happy' and 'sad' card will be used to inform the Class Teacher of pupils' behaviour.

Bullying and Racism

Bullying is the regular, conscious desire to hurt, threaten or frighten someone else.

We are all aware at New Hall Primary and Children's Centre that bullying will not be tolerated - it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when any incident of bullying is witnessed or reported.

Also refer to the school's Anti- Bullying Policy.

It is our policy at New Hall Primary and Children's Centre to promote equality of opportunity for all pupils and staff.

A record is kept in the Head Teacher's office of all racist comments. Parents are also informed of any racist incident.

Possession of a Weapon

If a pupil is found to be in possession of a weapon, the parents will be informed. The incident may also result in a permanent exclusion. This is at the discretion of the Head Teacher.

Equal Opportunities

Refer to the school Equal Opportunities Policy.

Review of policy

Date of Policy: 01.10.02

Date of Review: June 2010

Date of Next review: June 2011

APPENDIX A- Birmingham Framework for Intervention

Framework for Intervention offers advice and support for dealing with difficulties in behaviour that may fall outside those dealt with by the school's discipline policy.

Framework offers: A structure for working with behaviour problems.

A preventative approach designed to ensure early action.

FULL involvement of the person raising the concern about behaviour.

The Framework's "three-level" approach works on a "no blame" and "can do" system, especially in the early response and preventative structures.

Level 1 is the first response and involves the member of staff raising the concern to take the lead with support from the school BECO.

A Behavioural Environment Checklist (B.E.C.) is completed, followed by a Behavioural Environment Plan (B.E.P.), which runs for at least 6 weeks.

Level 2 is when an Individual Behaviour Plan (I.B.P.) needs to be completed involving the person raising the concern with the school BECO. Also at this stage, parents or carers will also be informed. The I.B.P. is directed at specific behaviours of a named pupil and can be used in conjunction with B.E.P.s. Target behaviours, and methods to be used, will be included on the plan and run for at least six weeks until review. The BECO takes responsibility for planning and shares the responsibility for actions with concerned staff.

Level 3 requires an I.B.P. to be completed and outside agencies maybe involved. The BECO is responsible for monitoring, reviewing and co-ordinating staff, parents or carers and other agencies that may be involved.

APPENDIX B- Reward Systems

Please note the following:

- a) The reward system is a school-wide system. It should be a feature of all classrooms in school and should be promoted strongly by all members of staff.
- b) The reward system is intended as a means of promoting, recognising and rewarding the positive aspects of school life. All children must have an equal opportunity to gain recognition.

1. INDIVIDUAL REWARDS

House Points

All children are allocated to one of the four houses on entering school. House points are collected from each class on Friday by the House Point monitors (Y6) and totalled ready for 'Star Burst' Assembly on Fridays. The house trophy is awarded to the winning house at the end of each term in whole school assembly.

House points are awarded for work or behaviour as follows:

- 1 House Point for general good manners.
- Up to 2 House points for behaviour.
- A maximum of 5 House points for good work.

Star Burst Assemblies

One child per class is chosen each week for their contribution to school life. This award is for outstanding work, effort, or conduct in or out of school.

This child is selected by Friday of the previous week and their name is recorded in the Starburst Folder, the secretary will then inform the parents and invite them to the Star Burst Assembly the following week. A photograph of the star- burst child is displayed within school for the week. A special certificate is awarded which the child then takes home.

Their starburst 'star' is pinned to the starburst display in the entrance hall.

Starburst assembly takes place on Friday every week.

'I am special' child/ Star Pupil of the week/ or similar (KS2)

This title is not awarded but given out on rotation enabling all children to be the special child.

Perks of the job may include:

- Special seat on a cushion on the carpet
- Front of the line every time the class lines up
- Other staff to acknowledge around school
- Taking the class cuddly toy home
- Name on the special board in the classroom
- During 'special circle time' when other children make positive comments about the special person and a few are recorded either by the child or the teacher, for display around the special child's name on the board.

Praise post cards

These are handed out at the discretion of the teacher/ classroom assistant as and when appropriate. (Praise post cards to be **posted home**). A child sent a praise postcard is recorded in a folder kept in the office.

2. WHOLE CLASS REWARDS

Whole class rewards are at the discretion of the Class Teacher and Teaching Assistant; it is then the responsibility of the Class Teacher to inform lunchtime staff, supply etc... of the class' arrangements.

3. Systems adopted by individual members of staff

Teachers have the option to adopt their own award systems in class. Many teachers use the following:

Table points

This is a table point system, which culminates in an end of week reward for the winning table.

Teacher V Pupil (Y5/ 6)

The teacher awards himself/herself a point if they are kept waiting to start teaching. If all children are ready for an activity then the children gain the point. The winner, teacher or pupils, receives a reward on Friday. The reward is determined by the winner.

Marbles in the Jar

Marbles/ping-pong balls are collected for good class behaviour and placed in a jar/container. Once the jar is full, a class treat is decided upon.

APPENDIX C- Sanctions

Discipline is the joint responsibility of everyone in school. The creation of a secure, work centred atmosphere within the classroom is the responsibility of each teacher. The following is a list of sanctions which may be used.

All classes operate the **Happy/Sad** side on the board; a child appearing on the sad side may receive a warning or miss a playtime. All children start the day on the Happy side of the board.

All staff use the following 4 cards as an immediate behaviour warning system:

1. Verbal warning
2. Child on the Sad side
3. Time out (Up to 30 mins. in another classroom. Children will be sent to the agreed classroom- see class buddy sheet on back of classroom door, with a '**Thinking sheet**')
4. Referral to Deputy Head teacher/ Head teacher
5. Contact with Parent to discuss concerns

If a child disrupts teaching and learning a card is held up which signifies to the child the sanction or the teacher says the number to the offending child (this is to minimise the disruption to flow of teaching). Each class teacher has an agreement with another teacher should a number 3 card be used.

Class teachers use an internal pupil-monitoring sheet to record when the three cards have been used to enable the HT and DHT to monitor pupil behaviour. This will be monitored regularly.

Incidents of a serious nature move directly to point 4 above.

APPENDIX D- Playground Rules

We speak politely to everyone, only calling people by their proper names.

We take turns fairly when playing games.

We share our fun with others if they want to join us.

We take care of our belongings and never borrow something unless the owner allows us to.

We play games that cannot hurt others or damage the school.

Any litter should always go in the bin.

(Additional rules specific to an area of school are on display in the relevant areas).

PLEASE, BE KIND TO EVERYONE