



Behaviour Policy

At Burnsall and Cracoe and Rylstone Primary Schools we believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they grow. We also want children to appreciate the consequences of their actions and that this will involve the use of proportionate sanctions as appropriate for the needs of that child. We acknowledge that learning about acceptable behaviour is not confined to timetabled activities in the classroom but permeates the whole of the time which children spend on the premises or are engaged in school related activities.

Last Review Spring 2016

Review Spring 2019

Aims of the Behaviour Policy

Our schools aim to offer a high quality education in a caring environment, based on Christian values. These will encourage excellent standards of all round achievement, attainment and behaviour.

Our behaviour policy will enable us to:

- Promote individuality and equality, by valuing each other regardless of race, religion, gender, ability or background
- Develop the self-esteem and self-respect of all pupils and staff
- Encourage consideration and respect for each other
- Teach children to become self-disciplined and take responsibility for their own actions and understand the consequences of these. These consequences will include sanctions appropriate for the child and its needs.
- Help children to develop their own socially acceptable strategies to manage a variety of situations

We aim to ensure that all pupils understand the high expectations of behaviour, which are essential to successful teaching and learning.

Whole School Approach to Behaviour Management

Objectives

- To try to live our Christian values
- To follow a whole school approach to behaviour
- To promote respect for others
- To promote firm action against bullying (*Bullying is defined as sustained and deliberate actions by one or more, which are intended to cause physical or/and emotional hurt, intimidation and /or fear.*)
- To promote positive role models for behaviour
- To manage pupil behaviour effectively and consistently at all times of the school day

At Burnsall and Cracoe and Rylstone Primary Schools we intend to be proactive in the encouragement of good behaviour. We aim to nurture a greater sense of responsibility in pupils by ensuring that rules, rewards and sanctions are discussed. We foster an atmosphere of care for others, treating pupils and adults, as we would wish to be treated ourselves, ensuring that everyone is included.

Where a child experiences specific, identifiable behavioral difficulties specific approaches will be specified in a 'Personal Behaviour Plan'. Outside support for the child will be sought where necessary. Should specific control, sanctions, restraint techniques be required this will be specified on the plan and discussed with parents/carers at that time.

Any necessary CPD will be sourced as needed.

Where there is a 'breach' in behaviour expectations staff will attempt to explore what happened from the children's viewpoints and will attempt to resolve the issue with restorative justice and through planning alternative action should the trigger recur – solution focused.

The Role of the Governing Body

The Governing Body influences the ethos of the school. It will support the Headteacher in maintaining high standards of behaviour. The Chairman of Governors or his/her representative will play a part in any necessary exclusion procedures. At Burnsall Primary and Cracoe and Rylstone Primary School the Governing Body believes in inclusion: exclusion procedures would therefore be treated very seriously and only as a final resort. The number of exclusions will be monitored closely.

The Role of the Headteacher

The Headteacher is responsible for securing pupil good behaviour, ensuring that school rules are established and understood by all.

The Headteacher needs to

- promote, among pupils, self-discipline and proper regard for authority
- encourage good behaviour and respect for others on the part of pupils
- ensure that the standard of behaviour of pupils is acceptable
- otherwise monitor the conduct of pupils.

The Headteacher has the power to exclude a pupil from the school (whether by suspension, expulsion or otherwise) to be exercisable only by the Headteacher or in exceptional circumstances the teacher deputising in the absence of the Headteacher.

The Role of all the Teachers and Teaching Assistants

Teachers and Teaching Assistants are expected to establish clear expectations of behaviour in line with the policy and ethos of the school.

They need to secure appropriate standards of behaviour in order to create a calm, purposeful classroom atmosphere.

They need to secure the appropriate standards of good behaviour during break times

Teachers will be positive and constructive wherever possible; will explain why behaviour is unacceptable and implement appropriate sanctions according to the child's needs.

They will establish an atmosphere of mutual trust and respect.

Teachers will establish classroom rules to complement the ethos of the school to promote and reward good conduct.

If persistent or severe misconduct ensues then it will be referred to the Headteacher.

The Role of the Pupil

Pupils are expected to take responsibility for their own actions and to own up to their mistakes.

Pupils are expected to respect the Christian values and think of these during the school day.

Pupils are expected not to lie.

Pupils are expected to contribute to the ethos of the school, by ensuring that they allow teachers / teaching assistants to teach and other pupils to learn.

Pupils are expected to respect the necessity for safety in the school environment.

The Role of the Parent

For the school policy to be effective parents are expected to support the school in matters of behaviour issues and to reinforce the school's efforts at home.

Contact with parents will be an integral part of school life. Parents of the children involved in an incident will be informed and that remedial/disciplinary action has been taken. They will not be given specific details of the contents of another child's 'Personal Behaviour Support Plan' or details of another child's needs or the steps being taken to support any child other than their own.

Where a minor breach in discipline occurs children will be expected to explain their actions to parents themselves or an informal note will be put in a link book. Where the breach in discipline is more serious or is part of continued poor behaviour, the Class teachers or the Headteacher or senior staff will contact parents either by telephone, email, letter or in a conversation at the end of a school day.

Where there are more serious breaches in behaviour a formal letter will be sent and an appointment made to discuss the misconduct.

Where there is a very serious breach of discipline and a child is excluded, work will be provided for up to five days and parents will have to ensure that the child is not found in a public place during school hours without reasonable justification.

Behaviour difficulties

Where a very serious breach of discipline occurs a record will be made and kept on file for the duration of the pupil's time in school. This will correlate with behaviour described at levels three and four. Records will also be kept where there is a pattern of inappropriate behaviour, which is persistently disruptive. If it is necessary to record events then the matter is serious enough to involve and engage the help of parents.

When a child is excluded a reintegration interview must be held with the Headteacher, the child and at least one parent.

Sanctions and Rewards

A stepped approach to warnings will be used for day to day management of misdemeanors. This will be enforced across the school, both in class and on the playground.

After a warning has been given for behaviour which is in Tier One, a Yellow card will be issued. If the behaviour continues then a Red Card will be given.

If a red card is given a 'Behaviour Reflection' sheet will be completed by the child. If more than one of these a term is issued then a class privilege e.g. the end of term treat/golden time, will be curtailed or missed. The child/children will be spoken with by the appropriate adults. Any sanctions will be appropriate to the child's needs and to the severity of the behaviour incident.

Other sanctions such as writing apology letters, missing break times, going on a behaviour/star chart and having privileges taken away will be used. A structured withdrawal and reintroduction of privileges may also be used.

Good conduct and good work will be rewarded with a 'token'. At Cracoe these are House points which are gathered into houses and the winning house is then rewarded every term. At Burnsall these are called 5C slips, these are put into a weekly draw and prizes are given. Certificates for good learning behaviour, achievements and attainments in learning will be given weekly during a whole school assembly. These certificates are linked to the Christian Values.

The table below indicates levels of behaviour. All children are expected to behave in a manner above that of Tier 1.

TIER ONE:

A child's needs can be met within universal offer available to all children within the normal classroom environment.

MAIN AUDIENCE: Class teachers, Support staff

What kind of behaviour might be seen at Tier 1?

Behaviours are likely to be low frequency and / or low intensity

<p>Repeatedly lying Silly behaviour Smirking or laughing when challenged Little or no enthusiasm directed towards their learning Blaming others for issues – 'it's never their fault' Regular and frequent minor playground incidents</p>	<p>Language and/or behaviour inappropriate to the age group Occasional aggressive behaviour Threatening language Behaviour which distracts others from their work Untrustworthy behaviour</p>	<p>Destroying their own or others work Avoiding work Poor quality of work due to lack of effort Occasional temper tantrum 'Make me' defiant behaviour Refusing to comply or co-operate.</p>
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TIER TWO**A child's needs can be met largely within universal provision but with additional targeted support.****MAIN AUDIENCE: Class, Senior Staff, Headteacher****What kind of behaviour might be seen at Tier 2?****Behaviours likely to be similar to Tier 1 but are frequent and / or increase in intensity.****Behaviours will persist despite appropriate Tier 1 strategies being in place.****In addition the following may be seen:**

<p>Bullying behaviours, including those which are racist, homophobic and disablist, also including less obvious bullying behaviours e.g. spreading malicious rumors, socially isolating, cyber-bullying etc.</p> <p>Regular non-compliance.</p>	<p>Poor attitude to learning and work. Unresponsive Aggressive in class. Continually violates the rights of others. Frequent (daily) incidents of inappropriate use of language: swearing, shouting, racist, homophobic, disablist and personal comments.</p>	<p>Poor punctuality Unexplained absences/truanting or periods of poor attendance</p> <p>Occasionally behaviours serious enough to be given fixed-term exclusion</p>
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TIER THREE: (Personalised provision needed)**A child's needs cannot be met within universal services without additional specialist support.****MAIN AUDIENCE: Class teacher, Headteacher****What kind of behaviour might be seen at Tier 3?****Behaviours could be similar to Tier 2 but more persistent, frequent and / or intense in nature.****Behaviours will persist despite appropriate Tier 2 strategies being in place. Specialist advice/ help likely to be needed.****In addition the following may be seen:**

<p>Regular or persistent threatening behaviour, violence/aggression towards adults/peers Persistent Disruption leading to significant loss of education for self and / or others Significant Damage to their environment Physical harm caused to self or others resulting in the need for recorded intervention. Criminal activities in or out of school resulting in police involvement</p>	<p>Sexualised behaviours inappropriate to the age group or which put self or others at risk Behaviour out of school which brings the school into disrepute Gang membership Evidence of self-harm Poor impulse control placing self or others at risk Persistent absence Persistent lateness</p>	<p>Multiple fixed term exclusions Risk of permanent exclusion</p>
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TIER FOUR: Intensive Personalised Provision

Specialist/ acute services/ statutory services:

A child with severe and complex special and additional needs which have not been resolved through early intervention, targeted support or single agency specialist service.

MAIN AUDIENCE: Headteacher, senior staff and Class teacher

In addition the following may be seen:

<p>Elements of the previous tiers</p> <ul style="list-style-type: none">Permanently excluded or on verge of permanent exclusionBehaviours posing a significant risk of exclusion from all the child's existing environmentsBehaviours which create a barrier to accessing support and interventionFire settingCriminal behaviour in and out of school which necessitates police actionViolent behaviour requiring restraintReacting aggressively and violently in social situations	<ul style="list-style-type: none">Symptoms of serious mental illnessInability to regulate emotionsPoor impulse control which places self or others at serious riskWetting/soiling/ smearing on purposeSelf-neglect or abusePredatory sexualised behaviourFrequent and determined absconding
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This behaviour policy is written in accordance with the DfE publication 'Behaviour and discipline in schools'.

Jan 2016