



Baden Powell Primary School Behaviour Policy 2017

Introduction

This Policy is a statement of the aims and strategies that positive behaviour has at our school and how the school manage and learn from unwanted behaviours. The policy applies to all areas (breakfast /play centre) of the school day.

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all members of the school community, including any external agencies that provide a service within the school.

Aims and principles

Taken from our mission statement:

'Providing a caring, secure learning environment where we trust and value each other and develop belief and respect for self and others.'

'Motivating children through creating a happy, caring, secure and positive learning environment which celebrates children's work so they can achieve their full potential.'

At Baden Powell we have six principles that incorporate and promote our mission statement.

The six principles

1. To always be kind and helpful to others
2. To treat others and ourselves with respect
3. To treat property with respect
4. To put all our effort into our learning
5. To respond to instruction straight away
6. To be honest with ourselves and with others

The primary aim of this policy is to promote good choices 'green behaviour' which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour and to support children to reflect when displaying unwanted behaviour. We encourage children to reflect and understand why certain kinds of behaviour are much more acceptable than others.

Central within the policy is choice: we refer to good choices (green behaviour) which lead to good consequences (team points and going on gold) and choices which are not appropriate (red behaviour) which lead to unwanted consequences, (going down a colour).

There are two key reasons for using the language of 'choice':

- 1) it promotes self-management of behaviour and enables some reflection of what behavioural choices exist/existed
- 2) It avoids labelling children - instead, we refer to the choices we make and that we should always try to make good choices (green behaviour).

Praise is key to nurturing motivated, engaged children who make good choices (green behaviour) and consequently build positive relationships. Throughout school, all staff members are expected to reward children showing green behaviour/displaying the principles with team points. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Responsibilities and expectations

Pupils

It is the responsibility of pupils to make good 'green' choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

It is the expectation of pupils to think about and display the Baden Powell Principles at all times. It is the expectation that all children stay on green throughout the day.

Class teachers

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour.

It is the responsibility of the class teacher to remind children of the six principles and to support pupils to display a consistent and high standard of green behaviour. We expect teachers to consistently recognise and praise children displaying behaviours that promote the six principles and making good 'green' choices.

It is the expectation of teachers to be explicit regarding the reason for praise; what principle have they followed or what good 'green' choice has been made

It is the expectation of teachers to follow the school procedures for rewarding 'green' behaviour and managing unwanted behaviour in and outside of the class.

It is the responsibility of teachers to ensure all children and parents are aware of the school behaviour management system; 'Staying on Green'

Support Staff

It is the responsibility of teaching assistants, office staff and all other adults in school to support the headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good 'green' choices in order to reinforce good behaviour (including following the school principles) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved / displayed a principle.

Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- Support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour.
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehaviour
- Issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, or the headteacher may permanently

exclude a child. Both these actions are only taken after the school governors have been notified.

Parents

The school works in partnership with families so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the senior management team and / or the headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Working together for good behaviour in schools is a helpful document for parents, available on the following website (reference to this will be made to parents /carers when appropriate):
<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Staying on Green

Staying on Green is the system we use to ensure consistency across the school and underpins the aims and principles of the policy. Staying on Green is used throughout KS1, KS2 and the Early Years Foundation Stage (EYFS). The EYFS use a simplified version of staying on green.

How staying on green works

- At the beginning of each term, teachers discuss with their class what are the expectations of 'staying on green' and what 'green behaviour' looks like. This should be done on the first day back at the beginning of each half term.
- Each class has a Staying on Green traffic light system with children's names on it.
- All children start a new day on 'green'. The expectation is that all children remain 'on green' throughout the day
- If pupils make positive individual choices about their behaviour teachers/support staff can reward the child.
- If pupils make negative individual choices teachers/support staff will remind the child of expectations, if the behaviour continues a negative consequence will be issued.

Consequences

Positive consequences

Some of the positive consequences for the good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour.
- Reference to following the school principles and making good choices.
- Children are congratulated.
- Children will receive a team point for making good choices regarding good work and good behaviour. The team cup is presented during Friday's celebration assembly to the team with the most team points
- Moved to gold which is recognised in the whole school assembly on Friday.

Assemblies

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded. We give termly certificates for good attendance and during the Friday celebration assembly the class with the best attendance receives Mr. Cool, the attendance owl.

Negative consequences

Staff at Baden Powell Primary school employs consistently and clearly a hierarchy of negative consequences if a child displays unwanted behaviour. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a series of consequences if someone is displaying unwanted behavior

1. A reminder about behaviour and choices
2. Child moves to yellow (if the child then begins to display wanted behaviour the child is moved back to green after a short period of time)
3. Child on yellow continues to display unwanted behaviour; the child is moved to red. A child on red will complete a reflection sheet and when possible discuss the reflection sheet with an adult before returning to their work. Any child who has been moved to red will miss their morning play.
4. If a child gets moved to yellow twice in one day, this is considered as a red, and is managed the same as a red.
5. Serious misbehaviour (e.g. swearing, disrespect to staff, fighting) is very rare at Baden Powell. Such behaviour would mean warnings and the staying on green system are automatically bypassed and is called beyond red. The incident would have to be managed by a member of the senior management team, in most cases parents would be contacted and the child would miss two lunch plays.

A child who receives three yellows during one week would miss their next morning play.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

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 that session.

Additional support

There are some children who may fall outside the school's behaviour code. Early identification, intervention, prevention and support are key factors for these children and they will require:

- Close monitoring, teacher/SENCO/LM will need to collect evidence of child's behavior in order to set individual targets.
- Targets towards positive attitude and behaviour are set for pupils each term or on a shorter period depending on the child and his or her difficulties, through our target setting process.

Monitoring

The headteacher and the senior management team monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of unwanted behaviour. The class teacher records incidents with reference to children who have received a yellow or red colour; we also keep a record of serious incidents that occur at break or lunchtimes.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial incidents must be reported to the local authority; homophobic and sexist incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way. See Ethos and Mission Statement and Appendices.

Appendix 1: Anti-Bullying

Bullying can happen in any school. At Baden Powell Primary School, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at Baden Powell Primary School.

Aims and Objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The Role of Children

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent /carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or, School Council meetings, informal conversations with Headteacher and other staff during lunch. These views can be specifically about bullying but may also be about how safe they feel at school.

The Role of Teachers and other staff in school

- All staff takes all forms of bullying seriously; they aim to ensure bullying is not acceptable at Baden Powell Primary School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the senior management Team is informed) or refer it to the Headteacher or an Assistant Headteacher directly.
- Adults give full support to the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the Learning Mentor, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- Circle Time activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, they should participate with their class in national Anti-Bullying Week.
- They should follow the principles set out in this policy and in our Ethos and Mission Statement in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

The Role of the Headteacher and Deputy Headteacher

- The senior management Team ensure all principles and roles set out are implemented.
- The senior management Team follows all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Assemblies are used to communicate this to the whole school.
- The learning mentors keep a record of bullying, including any homophobic bullying; he / she are able to report incidents on request.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The Role of Parents/Carers

- Parents/carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents/carers concerned about bullying should contact their child's class teacher or the Headteacher / Deputy Headteacher straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body.

The Role of Governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Appendix 2: Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.