

BRAYWOOD C. E. FIRST SCHOOL



Behaviour for Learning Policy

“Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where it fails schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour”

Sir Alan Steer 2005

“A Positive Approach”

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Braywood. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules and classroom charters.

Aims

The aim at Braywood is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

At Braywood we aim to achieve this by:

- Encouraging everyone to take responsibility for their own actions;
- Making everyone feel worthwhile both as individuals and as contributors to life and work of the school;
- Giving people space to grow, change and express themselves;
- Allowing differences of opinion or conflicts of interests to be explored openly;
- Encouraging the use of humour as one way of defusing situations and keeping things in perspective.

Children have the best chance to grow and develop in an environment in which they feel secure and able to take risks safely and where everyone is respected.

Behaviour can be affected by home circumstances and consideration must be given to this. Parents are encouraged to discuss any issues which may affect their child in school with their child's class teacher. We have an 'open door' policy so thus can be done at any time through a variety of communication tools.

It is essential for adults working with children to:

- Identify what behaviour is appropriate or inappropriate in a variety of different environments or situations;
- Be consistent and fair in applying agreed rules and expectations, whilst being aware of children's individual needs;
- Acknowledge, praise and give attention to appropriate behaviour in order to teach children what is acceptable and expected;
- Provide clear consistent boundaries for inappropriate behaviour;
- Enable children to identify their mistakes and make amends;
- Enable children to see that there are consequences to their actions;
- Involve children in managing their own behaviour, in setting targets for improvement and finding solutions;
- Make the school's approach to behaviour management known to parents and children at the point of admission to the school.

UN Convention on the Rights of all Children

The collaboration between children and adults to agree the behaviours in a 'rights respecting' classroom is a real and meaningful way to action behaviour on a day to day basis. The focus is on a charter agreed by all members of the classroom community and is based upon an individual's responsibility to take account of their own actions.

At Braywood our golden promises are based upon the ethos that *"you have the right to a good education and the responsibility to make the most of it!"*

- I have the right to learn. My responsibility is to work hard and always do my best.
- I have the right to be treated with respect and to have friends. My responsibility is to be kind, helpful and gentle.
- I have the right to feel safe and know the truth. My responsibility is to be honest.
- I have a right to a belief and express my opinion. My responsibility is to listen carefully to others and think before I speak.
- I have an equal right to use all the equipment available in school. My responsibility is to take care of property, to use it at the right time and to not waste it.
- I have the right to be healthy and fit. My responsibility is to exercise, stay clean and get a good night's sleep.

The children, staff and parents all sign a 'home – school agreement' to outline the types of behaviours acceptable by all parties. This appears in their Learning log and is signed at the beginning of every school year.

Acceptable Behaviour

Well-deserved praise and encouragement are recognised as important to maintain good discipline and fostering self-esteem. Praise shows children that they are valued, it celebrates their achievements and rewards kind behaviour.

These include:

- ✧ Verbal praise, class helpers, privileges
- ✧ Success stickers especially for the younger children
- ✧ Merit marks which culminate in an award certificate or prize
- ✧ 'Star of the Week' awarded in Monday's celebration assembly, name in newsletter and dinner with Headteacher on Friday
- ✧ The 'kindness award' & Reading Award celebrated in Monday's assembly nomination in newsletter
- ✧ Name in Golden book and 'Headteacher's stickers awarded in Family Assembly.

- ⤴ Cup of the day awarded by the class teacher for excellence. It can be for good/improved behaviour as well as academic achievement. This is an immediate reinforcement of good behaviour and celebrated with peers.
- ⤴ Golden time is earned throughout the week. There is a choice of 20-30 minutes of a choice of 4 activities usually talent show, ICT, construction and

Unacceptable Behaviour

In all instances of unacceptable behaviour, the deed will be condemned – not the child e.g. “you are an unkind and thoughtless child” should be altered to “that is an unkind and thoughtless behaviour”. This gives the child the chance to moderate his/her behaviour and does not label the child himself/herself. There will be consequences for unacceptable behaviour but the child will always have the opportunity to make a fresh start the next day.

These include:

- ⤴ Reminder of the rules or the charter in the classroom.
- ⤴ Red, amber and green signals in the classroom. Children who move from the green have a warning before any consequences are given and they have the chance to improve their behaviour and go back to the green. Once the red their parents are informed or they have to report to the Headteacher.
- ⤴ All staff can put a child on amber including lunchtime staff
- ⤴ 3, 5 or 10 minutes loss of playtime or golden time.

Sanctions will be differentiated to the needs of the children. Children with behavioural difficulties are placed on our provisional mapping profile and suitable support is offered inside the school. Professional advice is sought to help the child cope with emotions which may lead to explosions of bad behaviour e.g. behaviour modification plan.

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Restorative Justice

Staff on playground duty will try to resolve disputes by listening to all concerned and encouraging the children to resolve their differences through a restorative approach. We have playground buddies to support the younger children or a new member of the classroom and all children are encouraged to support others in the playground. The younger children are often not together with the older children due to a staggered lunchtime to reduce any issues.

All TA staff are trained in behavioural techniques to diffuse tension in the playground and have their own stickers and rewards systems to assist with controlling behaviour. Lunchtime Controllers will report incidents when they consider it necessary to the Class Teacher who will take appropriate action. The Headteacher is also present some playtimes to monitor behaviour

If the bad behaviour persists then the following will happen.

There are some behaviours at Braywood that we have a zero tolerance to including physical violence, swearing, racial incidents and name calling. These incidents are written in the Red book and parents will be informed.

1. Parents will be informed.
2. Child will be placed on Behaviour Modification System for period of one month/half term.
3. There could also be a home/school book if appropriate.

Behaviour Modification Plan

- Teachers will have individual meeting with child and agree targets to improve a specific area of behaviour.
- Various incentive charts will be issued with a record of their success and some appropriate reward given at the end of the week.

The modification plan will be monitored by the Class Teacher (daily) and checked by a senior member of staff weekly. Copies of targets will be made available to parents. If further support is needed the LEA Behaviour Support Team will be asked for a referral. An Individual Behaviour Plan (IBP) should be drawn up.

Bullying

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (*See Anti-Bullying Policy Appendix 1*).

Exclusion

It is felt that with young children this is an inappropriate method of dealing with unacceptable behaviour. However, if a child repeatedly threatens the safety of other pupils/staff then it would be considered as a possible option closely following LEA guidelines.

Roles and Responsibilities

To encourage children to feel that they all play an active part in the life of the school they are all involved in being “helpers” in the routine running of the classroom. The children in Years 4 are given tasks such as collective worship leaders, playground leaders, toilet monitors and opportunities to read stories to the younger children to nurture their skills as role models for good behaviour.

Often individual children are asked to become a buddy for another child either to help children who need gentle reminders to keep on task “learning buddy” or with assistance in the playground to socialise correctly with the rest of the school.

The school council are involved in the behaviour of the school and have a valuable contribution to make towards the smooth running of the school. The discussions the school representatives have in the classrooms reveal problems and issues which their peers may feel.

PSHE Curriculum

Opportunities will arise in the Classroom or Assembly through Personal and Social Education to discuss aspects of good/appropriate behaviour. Outside agencies such as “Learning through Action”, demonstrations of SEAL material or by Jenny Mosely may be used to focus the ‘whole school’ on aspects of behaviour and all staff are trained in the fundamentals of behaviour management.

Monitor and Evaluation

The children's behaviour at Braywood is constantly monitored by staff and governors to ensure that exemplary standards are maintained.