

# BARNS GREEN PRIMARY SCHOOL

# Behaviour Policy

## OUR SCHOOL VISION

We will help our pupils  
We will  
We will allow them to  
We will help them

Learn  
Inspire them,  
Flourish and  
Excel

These are the building blocks for a successful **LIFE**.

*We are a child-centred school. Every decision we make is in the child's interest.*

We encourage pupils to become confident learners.

We are all members of a Learning Family and we speak and listen to each other honestly.

We listen especially carefully to our pupils.

We recognise the value of individuality.

We make sure every child can achieve excellence.

We celebrate everyone's success and learn from our mistakes.

Ours is a safe, caring and happy school.

2014

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In Barns Green Primary School, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions') This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

We expect staff to work under the belief that whatever it takes to support a child, we will do it.

Children who are the subject of an Individual Behaviour Plan (IBP) should be treated in accordance with this policy unless the IBP offers a clear alternative.

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## ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

### The Head Teacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.

### Pupils will be:

#### 'Safe and Calm' around the School site by

- Not bringing electronic equipment/phones/MP3s/earphones into School. If seen or heard they will be confiscated and returned only to parents
- Leaving valuable or expensive items or large sums of money at home: the School does not accept responsibility for the loss or replacement of any valuable items
- Always wearing the correct uniform and observing the uniform code. We do not wear excessive jewellery. One pair of plain stud, gold or silver, earrings are allowed if smaller than 3 mm in diameter. 'Rocks', dangling or hooped earrings are not allowed. Facial /nose/tongue piercings are forbidden. Make up, nail polish, acrylic nails and hair dye are not allowed. Hairstyles/eyebrows must not have designs shaved into them or be shorter than a no.3 cut.

#### 'Safe and Calm' in lessons by

- Remaining silent and listen carefully when the teacher is talking to the class
- Sitting in lessons according to the teacher's seating plan
- Following the rules for their particular class

#### 'Safe and Calm' in the Corridors by

- Observing the 'Corridor Code':
  1. Walk quietly and quickly on the left
  2. Show good manners
  3. Use an 'indoor' voice.

#### 'Arriving on time' by

- Arriving in the School no later than 8:55

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- Being punctual to all your lessons, arriving before the late bell
- Aiming at 100% attendance to the School.

## 'Ready to Work' by

- Drinking only water in lessons when permitted.
- Never eating or chewing in lessons
- Always listening carefully, always doing your best
- Putting your hand up if you wish to contribute to the lesson
- Going to the toilet in break/lunch time and never during valuable lesson time.

## 'Taking Pride in Your Work' by

- Doing your best
- Looking after your workbooks and ensure they are free from graffiti and doodles. Remember they have a wide audience: your teacher, parent(s), subject leaders, Senior teachers, the Headteacher, Governors, Inspectors amongst others
- Underlining titles with a ruler, setting out your work neatly and dating it
- Knowing your most recent targets and how to reach them
- Acting on teachers' advice, commenting on the marking in the space provided.

## 'Being Thoughtful of Others' by

- Encouraging good relationships with one another
- Being courteous
- Remembering that the classroom is always a place of learning
- Not calling out in class; raise your hand to make a contribution
- Encouraging everyone to work hard
- Respecting and being proud of the environment, keeping it litter-free, and of all school equipment
- Showing good manners and respect to all staff and visitors in the School, as well as to one another

Working together to ensure that everyone connected with the School is free from prejudice and bullying, including inappropriate and hurtful use of the internet/mobile technologies, reporting any abusive language, aggression, homophobic, racist or sexist comments

## Parents, Carers and Families will:

- Support the school when reasonable sanctions to discipline a child have been used.
- Promote positive behaviour at home in order to have continuity between home and school.
- Share concerns constructively with the school.
- Attend meetings to discuss any concerns with your child's behaviour.

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## APPENDIX I – REWARDS AND SANCTIONS

The following would be considered extremely serious breaches of our behaviour code and may lead to permanent exclusion:

**Items not permitted** on the school site: stink-bombs, lighters, cigarettes, laser pens. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety;

**Dangerous Items** also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas). Pupils found in possession of 'banned' items will have them confiscated and it is likely the School will involve the Police. The School has the authority to 'dispose' of banned items;

**Aggressive, abusive or otherwise inappropriate behaviour** on or off-site. Please remember that whenever you are in the BGPS uniform you are representing the School and the School expects all pupils to contribute to the positive reputation of the School in the wider community;

**Malicious accusations** against a member of staff that are proved unfounded, dependent on the severity of the accusation and the distress caused;

**Intentionally setting off the Fire Alarm** outside of a genuine emergency

**Serious bullying or cyber bullying** (whether done on or off-site);

**Gambling** on or near the School premises;

**Knowingly bringing a 'trespasser' onto the school site;**

**Deliberate serious damage to School or other property;**

**Any significant breach of health and safety** on or near the School premises.

## TEAM POINTS

It is important that we find ways of rewarding good behaviour as well as sanctioning poor behaviour.

Examples of student behaviour deserving of a Team Point might include:

- Well thought out and reasoned response to questioning
- Effort above and beyond expectation
- High level of achievement in set work
- Remarkable piece of homework

Teacher will actively look for opportunities to award Team Points for positive behaviour or 'public service' in corridors and around the school. In this way we reinforce the positive behaviours that we would like all the students to adopt.

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Examples of student behaviour deserving of a Team Point might include:

- Assisting a peer in need
- Being a role model i.e. stopping confrontation etc.
- Helpful behaviour
- For each behaviour only one merit should be awarded

The Team Points that are awarded to students will be centrally recorded and used in a number of ways.

The merits will inform the weekly certificate and prize giving during the Celebration Assembly. The merits will also inform Pastoral Support Programmes (PSPs)/Individual Behaviour Programme's (IBPs)/the SEN graduated approach/Target Setting procedures.

As part of our positive discipline approach, we use Letters to Parents and Carers on the achievement of a Headteacher Award.

## SANCTIONS

Most pupils actually obey the rules: that is how schools function. The system for rewarding good behaviour has been outlined. The system for discourage poor behaviour is outlined below.

### Level 1 - First warning – a public warning

A pupil who breaks a classroom rule will be given a public warning. This should be done in a non-confrontational manner. Most pupils will stop misbehaving at this stage. *The public warning may be written on the whiteboard.*

### Level 2 – Teacher Sanction

A pupil who has broken two rules or the same one twice will face a consequence. The teacher may issue a sanction. The sanction may include loss of a lunch/break (the supervision is the responsibility of the teacher) or an after school detention on a Friday (supervised by the Headteacher). A detention would require a record of persistent poor behaviour.

### Examples of behaviour:

- Swinging on chair
- Interrupting/calling out
- Losing concentration
- Chewing
- Running inside the school building
- Ignoring instructions
- Silly noises

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## Level 3 – Removal from class to another class

If a student reaches **Level 3**, in any one lesson, he/she should be removed from the classroom and sent to another classroom. The class teacher will record this on a Behaviour Monitoring Form (APPENDIX II). These are kept in a file in the PPA room.

At no point should a child be left unsupervised as a result of a sanction.

### Examples of behaviour:

- Rudeness
- Lack of classwork
- Persistent disruption
- Inappropriate remark to other pupils
- Answering back
- Damaging school's/pupil's property
- Leaving class without permission
- Harmful/offensive name calling
- Throwing objects

## Level 4 – Removal from class by the Headteacher/SLT to the Head's Office

Sometimes - hopefully rarely - a pupil will behave in a manner that is totally unacceptable and would be classed as gross misconduct – e.g. fighting, threatening behaviour towards staff or swearing at or in the presence of a teacher.

If this happens the teacher will send a message to the Headteacher to come and remove the pupil. The removal this time will usually involve the pupil being out of lessons for the rest of the day whilst the incident is being investigated.

If the incident involves violence, or verbal abuse of a member of staff, the sanction could include exclusion from school. Any decision on exclusion will be taken by the Headteacher.

## MONITORING AND EVALUATING

- The effectiveness of this policy will be regularly monitored by the SLT and by the School Council. A Governor will attend the School Council meeting where the Policy is discussed.
- The school keeps a variety of records of incidents of misbehaviour – Behaviour sheets in the APP Room, Head Teachers' records, home/school link communications, alternative provision books

## Trips and other instances of representing the school

Representing the school, including attendance on school trips, is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they

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have moved to Level 4 of the sanctions procedures, they may not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

## **Review:**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

## **SUPPORT SYSTEM**

### **Fixed Term Exclusion**

Fixed Term exclusions (where pupils are sent home for a fixed period of time) are only used in exceptional circumstances such as, repeated failure to conform in the class room, failure to follow the instruction of a senior member of staff, where the pupil's behaviour is felt to pose a risk to the health and safety of themselves or others, failure to conform in an acceptable way and therefore interfering with the smooth running of the school.

### **Report**

A report will be used by Senior Teachers to focus students on particular behavioural targets (such as punctuality, behaviour, homework etc.). Students must give the report to their teacher at the beginning of every lesson, and the teacher will complete it at the end of the lesson. Parents/carers are asked to support the process by checking and signing the report daily. According to circumstances students might be put on report to a member of SLT.

### **Behaviour Support Plan**

A Behaviour Support Plan is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A support package is devised in order to assist the pupil to improve his or her behaviour. Prior to starting a Pastoral Support Programme (PSP) or in the early stages of an Individual Behaviour Plan (IBP), if a child is continuing to misbehave a respite placement at another school may be considered. Failure to respond to a BSP would ultimately lead to either a managed move or permanent exclusion.

### **Head Teacher's Final Warning**

The head teacher may setup a final warning meeting if a child's behaviour has deteriorated and all other interventions have failed. The parent of the child will be made aware that after this meeting anymore issues regarding their child's behaviour could/will lead to a permanent exclusion.

### **Respite Placement/Supported Transfer**

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The Head teacher may arrange a respite placement/supported transfer to another school on occasions to avoid permanently excluding a pupil.

## **Permanent Exclusion/Local Authority Provision**

Permanent exclusions are rare but are a sanction available to the Head Teacher should there be extreme circumstances or a student has persistently failed to respond to other sanctions or strategies intended to support him/her in modifying his/her behaviour.

Permanent exclusion would be used in serious one off cases such as malicious accusations against school staff, an assault of a member of staff, selling illegal substances or for repeated misbehaviour and failure to respond to a BSP. On occasions, pupils are withdrawn from school and a place is taken up in one of the local authority pupil referral centres or other provision is arranged in conjunction with the local authority as an alternative to permanent exclusion.

## **Conclusion**

We are committed to working supportively with parents and aim to contact parents at an early stage if we have any cause for concern. Equally, we recognise that guiding young people through their early school years can be challenging for parents as well as teachers and wherever possible will support parents in this process. We strive to put emphasis on the positive aspects of our pupils and look for the good to raise their esteem and self-worth and will contact parents to inform them of achievements and give positive information. The school's behaviour management policy is designed to ensure effective learning and help pupils to be good citizens and happy, confident and considerate young people who have developed a strong moral code to guide them through life.

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## APPENDIX II

### BEHAVIOUR MONITORING FORM

Pupil's Name	
Teacher completing form	
Date of incident	
Location of incident	
Details of incident	

Date form checked by Headteacher:

Information recorded on these forms will be monitored and an anonymised report will be made termly by the Headteacher to the Governing Body.

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