

Buckland Newton CE VC Primary School and Little Adventurers Pre-School



Behaviour Policy

Our Mission Statement

At Buckland Newton Primary School we are committed to excellence in education. We recognise that each child is an individual, that all children are creative, and that they need to be provided with opportunities to achieve and succeed daily. We respect the needs of every child and aim to foster a caring and creative environment within a Christian community. We emphasise the social, emotional, physical and intellectual development of every child with a view to preparing them wholly for life in our ever-changing world.

Everyone has the responsibility to monitor their behaviour ensuring each others' right to a safe environment.

Everyone has the responsibility to make appropriate choices and accept the consequences of their actions.

This policy and its implementation relate directly to Article 28 and Article 29 from The UNCRC ++

Aims of the Policy

- To promote appropriate behaviour choices through positive reinforcement
- To encourage increasing independence so that each child learns to accept responsibility for his/her own behaviour
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage children to have high expectations of their own behaviour and the behaviour of others
- To adopt a consistent approach to behaviour management throughout the school
- To ensure boundaries of acceptable behaviour are clear and to emphasise the safety of all stakeholders
- To raise awareness about appropriate behaviour and promote it through positive reinforcement

Responsibilities

Staff responsibilities

This is in line with the UNCRC (United Nations Convention on the Rights of the Child)

- ✓ Treat all children fairly and with respect
- ✓ Raise children's self esteem with a view to developing their full potential
- ✓ Provide a challenging, interesting and relevant curriculum
- ✓ Recognise that each child is an individual and to cater for their specific needs

- ✓ Create a safe, pleasant environment both physically and emotionally
- ✓ Set out and use rewards and sanctions clearly and consistently
- ✓ Be a good role model
- ✓ Form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim
- ✓ Encourage children to be aware of the needs and rights of others of others
- ✓ Provide opportunities for children to take responsibility both within the classroom and through general school responsibilities
- ✓ Develop a **Classroom Charter, Playground Charter, Lunch and Library Charter** with children so that they are very clear about how they are expected to behave.
- ✓ Encourage children to respect their own property, their school, and the property of others
- ✓ Discourage unsociable behaviour by promoting mutual respect
- ✓ Be consistent in their behaviour management of children
- ✓ Praise good behaviour both privately and publicly

Children's Responsibilities

- ✓ To do their best to contribute to a positive learning environment, and allow others to do the same
- ✓ Treat others, including all adults in school, with respect
- ✓ Do as he/she is asked by a member of staff
- ✓ Take care of property and the environment in and out of school
- ✓ Co-operate with other children and adults
- ✓ Be actively involved in creating school charters and complying with those charters

Strategies

The **Rights Respecting School** Agenda is central to the development of positive behaviour in the school.

The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self esteem. Therefore the staff will endeavour to:

- acknowledge good behaviour
- make full use of rewards
- give descriptive/specific praise
- use positive feedback techniques

Should children be unable to behave in accordance with charters then staff should use agreed sanctions.

Sanctions should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of a sanction is to:

- help children learn that consequences follow actions
- encourage children to make good choices in the future

The expectation is that most children will respond to these strategies and that the class teacher will take responsibility for behaviour within their class.

Positive Rewards

The lists below are suggestions. Teachers are to use their discretion and also employ strategies appropriate to the age and make-up of the class.

- Public praise in the classroom and at Celebration assemblies
- 'Citizen of the Week' award (Voted for by Y6 pupils)
- Badges and stickers for good behaviour and good work
- Effort awards
- Praise during Circle Time
- Displaying the children's work in the classroom to acknowledge their achievements
- House Points
- Parents informed of good effort, achievement and behaviour
- Behaviour link chart/book to parents if appropriate
- Achievement board
- Head Teacher award children are selected to take good work to HT during lessons (Deputy Head Teacher where appropriate)
- Class targets & agreed rewards

Sanctions

The lists below are suggestions. Teachers are to use their discretion and also employ strategies appropriate to the age and make-up of the class.

- Child may be separated from those with whom they are behaving inappropriately
- Child may be taken aside and spoken to quietly by a member of the staff. Together they will discuss the incident and the consequences of the child's actions.
- Child may finish their work in their own time such as playtime
- Child may forego privileges
- Child may miss a playtime or part of a playtime
- Child may be asked to sit in an isolated seat within the classroom
- Child may work in another classroom for a limited period

- Rectify and make good any damage they have caused
- Parental involvement identifying ways forward
- Child may see the Deputy Head Teacher for discussion about inappropriate behaviours
- Child may see the Head Teacher for ongoing inappropriate behaviours
- Children for whom behaviour remains an issue may be supported with the use of an IBP (Individual Behaviour Plan)

APPENDIX – Little Adventurers - Pre School

Adopted by FGB

Additional Info added Feb 2017

Lunchtime

The same level of behaviour is expected in the playground. Lunchtime supervisors have the same authority as teachers and will apply the same consequences, i.e. warnings, sitting out and leading to removal of playtime. Children will be sent to wait by the staffroom and a member staff will be sent for. The class teacher or Deputy/ Headteacher will be informed at the start of afternoon school. If deemed necessary parents will be informed.

School Visits and Outside of School

The agreed rules apply to all pupils. Staff will deal firmly and fairly with misbehaviour wherever it occurs since all venues are regarded as extensions of school and the children act as ambassadors of our good name. Incidents of serious misbehaviour on school visits will always be reported to parents and The Headteacher will decide whether the pupil can take part in an activity beyond the school grounds in the future.

Teachers can also discipline pupils for misbehaviour outside of school where they see children wearing school uniform, are travelling to and from school or are in some way identifiable as a pupil at the school. They may also discipline behaviour outside of school if the behaviour they see could have repercussions on the school, pose a threat to another pupil or members of the public or could adversely affect the reputation of the school.