



Bethersden Primary School

Dedicated to Excellence

BEHAVIOUR PRINCIPLES

September 2019

At Bethersden Primary School we are an inclusive learning community Dedicated to Excellence.

A community where all members are valued equally and treated fairly according to their needs; cultural, religious or social background and are given the richest possible opportunities to develop their own personal excellence.

1. Aims

At Bethersden Primary School we aim:

- to develop a moral framework within which initiative, responsibility and sound relationships can flourish
- to enable children to develop a sense of worth, respect and tolerance for others
- to produce an environment in which children feel safe, secure and respected
- to promote children's talents and interests

To provide a happy, safe, secure and stimulating environment, for the welfare of our children and all concerned with the life of our school, we will create a climate of behaviour for learning where we:

- deliver a high quality and relevant curriculum, regularly reviewed and in consultation with children and families
- apply positive policies to create a caring family atmosphere in which children learn and teachers work effectively in an environment where there is co-operation, excellence in teaching, active participation in learning, and aspirations to do well
- teach, through our school's Curriculum of Excellence, values and attitudes as well as knowledge and skills to promote responsible behaviour and self-discipline and to foster in children a respect for themselves, for other people and their property
- promote good behaviour by using a range of strategies based on positive reinforcement and by providing rewards for children of all ages and abilities
- ensure that there is consistency and clarity when dealing with incidents of inappropriate behaviour
- share our values with our school community to develop support and consistency
- have the same expectations of behaviour for all members of our school community

As detailed in our home-school agreement, there are particular ways in which all members of our school community should conduct themselves. Children, staff, parents, governors and visitors should:

- treat others with respect
- be well-behaved, well-mannered and attentive
- move around the school in an appropriate manner
- respect all property in the school
- avoid showing physical, verbal or non-verbal aggression towards anyone
- be punctual and attend regularly

All staff will:

- treat all children equally
- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently
- model excellent behaviour
- be alert to signs of bullying/racial harassment and will deal firmly with and alert other staff to such problems
- record any incidents
- deal sensitively with children in distress, listen to them and deal with the incident appropriately
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

2. Behaviour for Learning

At Bethersden Primary School we create an environment where all children feel safe, secure and happy to learn and express an opinion. Please see the Behaviour for Learning Policy for further information.

3. Developing a positive learning culture

Children are given praise and encouragement so that everyone feels valued and respected.

We create a supportive atmosphere where various rewards are used. These include:

- Learning Tokens
- focused verbal praise
- Excellence Awards
- Excellence Board
- Bethersden Bulletins
- Twitter

4. Classroom leadership strategies

The following strategies will be used to ensure consistency of expectation for children across the school.

- De-escalation strategies will be applied as a first principle
- consequences for inappropriate behaviour are consistent and applied using a graduated scale including reminder of the expected behaviour, warning that the unwanted behaviour has continued, sanction
- write a plan - what will be done if a pupil behaves in a certain way?
- classroom rules apply to all children even though it may be tough at times
- encourage mutual respect for everyone in your classroom
- all sanctions should be realistic and proportionate
- confidence carries authority - be well prepared
- direct reprimands at the behaviour will not be personal about the pupil
- pre-empt situations

5. Rewards

All children are aware of how they can gain recognition for good work, effort and behaviour. Rewards will be accessible to all our children. Rewards include:

Learning Tokens

When they start at Bethersden Primary School, all children are put into a house and can begin to earn Learning Tokens for good learning, showing improvement, doing the right thing and demonstrating good behaviour.

Each Wednesday tokens are counted and celebrated during our Excellence Assembly. At the end of each term the House with the highest number of tokens can choose a house reward.

Excellence Assembly

Each Wednesday morning there is an assembly to acknowledge excellence both inside and outside school and to foster a sense of community. One or two children are chosen from each class by their teacher to receive an Excellence Award for outstanding improvement, work or behaviour.

6. Sanctions

Inappropriate behaviour will initially be dealt with by individual class teachers to ensure that they gain children's respect. Teachers will always be fair, firm and vigilant with children in their care and any inappropriate behaviour will initially be dealt with calmly, effectively, consistently and speedily.

In an emergency, a red card will be used to send for a senior member of staff.

We use our steps as a way of dealing consistently and fairly with inappropriate behaviour:

1. **Reminder** of the appropriate or expected behaviour
2. **Warning** that the behaviour that is unwanted is still being exhibited
3. **Sanction** the child moves their name on the behaviour chart

Each session is a 'fresh start', however if a pupil persistently misbehaves, the class teacher will use their discretion to decide which is the most appropriate level of sanction. For incidents deemed to be serious, a Senior Teacher and/or the Headteacher will use their discretion regarding the most appropriate level of sanction. In all cases of inappropriate behaviour, children will be supported to understand what specific action has caused the sanctions to be applied.

7. Exclusions

Exclusion is only considered as a last resort when all other strategies have failed or the level of offence has posed a serious breach of the schools rules. All children will be made aware that verbal abuse, physical abuse and threatening behaviour, which not only compromises their own personal health and safety and learning but also the health and safety and learning of others in our school, is not acceptable. This type of behaviour may result in fixed term or permanent exclusion in line with national guidance and the school's Exclusion Policy.

Any exclusions are reported to the Chair of the Governing Body and the LEA.

8. Parental support

Parents have a vital role in promoting good behaviour in our school, and so effective home-school liaison is important.

At Bethersden Primary School we give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the child's welfare. Early warning of concerns should be communicated to parents and the SENDCo so that strategies can be discussed and agreed before more formal steps are required.

We expect parents:

- to keep us informed of behaviour difficulties they may be experiencing at home
- to inform us of any trauma which may affect their child's performance or behaviour at school and
- to inform us of their child's ill health and any absences connected with it.

The school will:

- promote a welcoming environment
- give parents regular constructive and positive comments on their child's work and behaviour
- encourage parents to come into school on occasions other than parents' evenings
- keep parents informed of school activities by newsletters
- involve parents at an early stage when there are any concerns about their child

Where a child's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents.

9. The playground

The playground is an important extension of our learning environment where children develop skills including negotiation and turn taking. Play and lunch times should be happy, safe and relaxed occasions when children socialise and play together.

We have a set of simple playground rules. These are:

- listen carefully to instructions and follow them
- play games that are safe and will not cause harm to anyone
- walk carefully and sensibly when moving to and from our classrooms
- be responsible about playing with equipment and looking after it
- look after each other and help each other, especially if someone is hurt
- stay out in the playground unless given permission to go inside.

We also have set procedures for the end of play and lunch times. These are:

- when the 1st bell is rung at the end of play and lunch time everyone stands still and quietly

- the duty member of staff rings the bell for a second time and children walk quietly and sensibly to their classes

By following these procedures our children return to their classrooms in a calm and orderly manner which means that our teaching and learning sessions are able to start promptly.

All staff on duty at break times have a duty to:

- encourage children to play
- teach children new games to play
- praising and rewarding children who keep our rules
- reinforcing rules by supporting children who may be in danger of breaking them
- correcting rule breaking and inviting children to make
- intervening with mediation in children's disputes
- giving preliminary first aid and completing any accident reports
- listening to children's concerns and responding to their feelings
- ensuring an orderly and prompt end to break times by following the procedures

10. Care and respect of the environment and resources

Everyone at Bethersden Primary School is responsible for the care of the school premises and is encouraged to feel a sense of ownership and pride for their school.