



Birchington Church of England Primary School Behaviour Policy

At Birchington CE Primary School we place an emphasis on praising good behaviour as well as promoting high academic achievement and developing social skills. We appreciate our children as individuals and value their contributions towards society and the school. The school encourages pupils to reflect on their behaviour through the Christian ethos of the school.

Aims

- To promote spiritual awareness and Christian values in an environment where children feel secure and have high self-esteem
- To be a place where children feel valued and also value others
- To provide a structure where pupils are accountable for their own behaviour, where they have a clear framework of right and wrong
- For our children to show respect and tolerance for others even if they do not share their views and see an example of this set by those who care for them
- For our children to have a strong sense of self-management
- For classrooms to be calm and purposeful

Classrooms

We wish to promote a receptive atmosphere for learning where children feel able to work with others and not just their special friends. We want to teach them care and consideration for others and respect for property and equipment. PHSE/Circle time will be used as a focused time to discuss the making of a positive classroom environment, the value of friendship and listening to others. However, the value of good relationships will also be reflected in other parts of the curriculum. The children, in collaboration with the class teacher/s, will discuss and agree a set of class rules at the beginning of Term 1 so they feel they have ownership over them. These can be referred to when necessary. These will be additional to our Golden Rules which are displayed around the school. (These will be linked to the Christian ethos of the school where appropriate)

Teachers

We will plan and organise our classrooms and lessons to hold pupils interest. We will consider furniture layout, access to resources, the grouping of pupils and matching work to ability. We will try to pace lessons well, praise good work and behaviour, be enthusiastic and use humour to create a positive atmosphere. We will be aware of our role within the lesson and be flexible in order to take advantage of, or cope adequately with unexpected events. We will observe and scan the behaviour of pupils and record specific behaviour when it is needed. We will be firm and target the inappropriate behaviour rather than the person and be fair and consistent. Some pupils will have personal behaviour modification plans that work alongside this policy.

Playtime

We will try to be aware of possible frictions and ensure children are not left isolated at playtime. All adults must be alert to the signs of bullying and listen carefully if a pupil is trying to convey this information. If we do have a case of either physical or verbal bullying relevant parties need to be alerted. Any child who is found to be bullying others needs to have their needs addressed as well. Their parents/carers should be informed and involved in a positive way to turn this behaviour around. Issues such as this can be dealt with as a class during PHSE/SEAL/Circle Time.

At the end of playtime a whistle is blown/bell sounded and the children are expected to stand still and on the second whistle walk quietly to their class lines. It is essential for teachers to join those on duty and accompany their classes into school. If a child misbehaves during playtime, the playtime behaviour steps are followed.

At the end of lunchtime play, equipment is put away by the Midday Supervisors. They will be responsible for putting equipment back into store boxes and also for keeping these areas tidy.

Lunch Time

(Use same guidance as above) All children to remain in both halls until 12:20 when there will be supervision on the playground. FS/KS 1 & KS 2 packed lunches go to the Mr Mac hall for their lunch at 12.00, eat and then go out to play at 12.20. If a child needs the toilet while in the hall they use the ones in the KS 1 block (Mr Mac building), they only return to their cloakrooms/lunch box trolleys to collect their coats/put their lunch boxes away. All FS/KS 1 school dinners go to the main hall for lunch at 12.00 and KS 2 pupils follow at 12.10 on a rota basis.

Midday Supervisors will pass on any relevant pupil information from that day to a class teacher through the lunchtime behaviour book via the Deputy Headteacher; any serious incident will be dealt with by a member of the SLT (see Lunchtime Behaviour Steps). They will record action taken in this book. All Midday Supervisors will follow the Behaviour steps. In Terms 5 and 6, weather permitting, upper juniors may eat their packed lunch in designated seating areas on the playground. Midday Supervisors will work in allocated zones to ensure an even spread of supervision.

Wet lunchtime: FS/KS1 to eat packed lunch in classrooms and remain in classes with wet play activities.

Wet Breaks

If the weather is wet before school, the children walk straight into the building using their normal entrances – not the front entrance. KS2 pupils put away coats and bags and go to their classrooms. All staff must be in their classrooms to supervise from 8:45am. KS1 children put away coats and bags and go straight to the Mr Mac hall where they will be supervised by the member of staff on duty.

Children are expected to sit down and work or play quietly during wet playtimes. They will have access to scrap paper and board/card games which are kept in each classroom. Any child not acting appropriately at this time will be dealt with in line with the Playtime Behaviour Steps. A member of staff will stay in each room during this time. During wet lunch times Midday Supervisors are allocated to classroom zones to supervise pupils appropriately. The SLT will also roam to assist in supervising pupils at this time.

Moving Around the School

It is expected that pupils will move around the school quietly and sensibly and be capable of behaving in an appropriate manner when unaccompanied in the cloakroom or toilets etc.

Emergencies

If any staff member has to deal with an emergency situation where they are unable to leave their class/area, they should send their red emergency card to the office/staffroom with a child stating their name and where they are. A senior leader/first aider will immediately come to that class to deal with the problem.

Please refer to Critical Incident Policy for further guidance.

Parents

We place great value on a shared partnership between home and school. When parents/carers choose to place their child in the school the importance of good behaviour is emphasised and parents/carers return a signed home/school agreement agreeing to support our policies. We also ask parents/carers to share any circumstances that may cause their child to behave inappropriately. If we have concerns at school we invite parents in to make them aware of the situation and work together with the use of a home/school link book to resolve the situation.

Measuring Success

- A strong Christian ethos
- A friendly and welcoming feel to the school
- Enthusiastic and caring teachers
- Pupils on task, taking pride in their work
- Good relationships between pupils and other adults in the school
- Pupils helping each other and taking care of equipment
- Pupils are able to work independently or in a group
- Pupils are playing on the playground co-operatively
- Evidence of children's work being displayed and celebrated
- A clean and well maintained environment

Behaviour Steps (Foundation Stage)

- 1) Remind pupil of school rule they need to follow
- 2) Re-direct the child to desired behaviour with adult support. The adult may work alongside the child, reiterating the need to follow the rule with reasoning appropriate to the child's developmental level. This may be different for individual children
- 3) Remove the child from the situation, this may mean re-directing the child as above
- 4) If behaviour persists send child to link class for 5 minutes

If the third step is reached, the parent/carer is informed so they can support from home. The incident and those leading to it are recorded in the class teacher's behaviour file.

Behaviour Steps (Year 1 - 6)

- 1) Verbal warning clearly stating child's inappropriate behaviour and stating consequence ensuring the child understands
- 2) Second verbal warning/warning card if appropriate
- 3) 'Time out' either with the child being moved or sat on a chair/the floor near class teacher for 5 minutes
- 4) If behaviour continues escorted by another child/adult to 'link' class with class link book stating behaviour and how long they need to be there along with a task to do if appropriate - this should be handed to the link teacher who must sign it and make a comment if needed
- 5) If behaviour persists/is repeated send to deputy/assistant head/letter home/meeting with parent if appropriate
- 6) Sent to Headteacher who deals with behaviour as appropriate

Class Sanctions - Options available

- verbal warning
- 'pay back time'
- completing work in own time
- missing a playtime
- informal meeting with parents
- home/school link book
- seclusion
- phone call/letter home

Rewards

- verbal private/public praise
- stickers/certificates/stamps
- 'marbles/cubes in jar'
- house points
- work shown or good behaviour highlighted in celebration assembly
- informing parents/carers of good behaviour in front of child
- informing parents/carers through the newsletter
- sent to Headteacher for verbal praise/sticker/certificate/Headteacher award scheme
- 'catch me' cards
- raffle tickets
- 100 square/Golden Time
- good citizen letter home each term voted by classmates
- class of the week

***NO SWEETS ARE TO GIVEN AS A REWARD (PUPIL BIRTHDAY TREATS ARE ALLOWED BUT TAKEN HOME AT THE END OF THE DAY)**

Playtime Behaviour Steps

- 1) Verbal warning clearly stating child's behaviour and stating consequence ensuring the child understands
- 2) Second verbal warning if appropriate
- 3) Time out near a Midday Supervisor (5/10 mins) or teacher
- 4) Child's name and nature of behaviour recorded in a lunchtime behaviour book, which is given to the Deputy Headteacher at the end of each lunchtime. Class teachers will be informed of any necessary information by her. Three times in the behaviour book in a term (coded 1a, 1b, 1c) and a phone call to parents is made/letter sent home. If a child's name appears persistently in the behaviour book then Senior Leaders will deal with them as appropriate verbally.

Midday Supervisors can also give verbal praise/stickers/raffle tickets for good behaviour. There will also be a short formal meeting every 2 weeks with the Performance Leader to discuss any necessary issues. If any other matters need to be discussed an appointment can be made to see the Headteacher or Deputy.

IMMEDIATE SENIOR LEADER RESPONSE

In the case of fighting/extreme insolence/absconding/abusive language, children should be escorted to the lobby by a member of staff and a senior leader will be sent for or, if appropriate an Emergency Card sent in and they will escort the children inside and deal with as necessary. Do not leave playground/class unattended.

Complaints Procedure for Children

- You will always be listened to
- If you are worried, speak to a trusted adult in school
- The adult cannot promise to keep what you say to themselves – they might need to share it with other adults to ensure you are safe and happy
- There is information around the school and in the OASIS about advice and support you can have in and outside school
- Always tell if you are worried or upset

Guidance for teachers

You must record inappropriate behaviour/meeting with parents in your behaviour file with a date and time it occurred. This will provide evidence for the Inclusion Leader/FLO for meetings with outside agencies/parents etc.

Set class or individual behaviour targets where appropriate.

'Link' Classes

Class RW - Class RH
Class 1W - Class 1M
Class 2P - Class 2PC
Class 3S - Class 3H
Class 4G - Class 4J
Class 5S - Class 5H
Class 6M - Class 6MH