



BEHAVIOUR POLICY

Including 'Statement of behavior principles'

Adopted by the governing body January 2019 see minutes

Due for review 2 years

Newton Burgoland Primary School Behaviour Policy

Newton Burgoland Primary School is an inclusive community which strives for excellence and enjoyment in all areas of School life.

The behaviour and attitude of every member of our school community is important if we are to create a community of care, consideration and positive, unconditional regard for all, where learning is the most important activity. All members of our community, the governors, head teacher, staff, parents and pupils are expected to show respect for each other in the way they behave towards and communicate with one another.

We are a place of learning and any behaviour which makes learning or teaching more difficult is unacceptable

The school will not tolerate:

- Bullying, whether verbal, physical or emotional.
- Racism, whether by word action or attitude
- Discrimination by gender, age, ability or background
- Aggression
- swearing or bad language
- Disruption of learning
- Disrespect

We expect to enjoy relationships based on trust, honesty and a shared goal of ensuring the best possible learning outcomes for all the children in our care. Individuals matter at Newton Burgoland School but members of the school community are expected to understand that all actions taken by the school are taken with the very best intentions for the community as a whole.

The good behaviour of all members of our community is fundamental to achieving our aims. Good behaviour promotes self-discipline and proper regard for authority among pupils. Good behaviour is essential to learning.

Behaviour Principles

In considering all matters related to behaviour and discipline, the following principles have been agreed

1. All children have a right to learn and all teachers a right to teach
2. All children can make choices about their behaviour and should be helped to exercise that choice responsibly.
3. All children should be encouraged to be honest about their behaviour, with themselves and other people, and helped to learn from their experiences.
4. All children should learn that good behaviour has consequences, which may include rewards, and that good behaviour is appreciated and encouraged.
5. All children should learn that inappropriate behaviour has consequences, which may include punishment, and that following these consequences a fresh start is available.
6. All children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour the child is not rejected.
7. All children should see that staff have high expectations of behaviour, apply the behaviour code consistently and show the responsibility for maintaining high standards throughout the school and grounds and during visits of site (as appropriate to the circumstances).

Responsibilities and Expectations

The **governing body** is responsible for providing a written statement of general principals (as shown in this document) and may offer guidance to the head teacher in relation to particular matters.

The governing body accepts that it has a key role in influencing the ethos of the school-its general atmosphere and philosophy, and hence its standing in the local community.

The governing body has also established exclusion arrangements based on LEA guidance. They will be applied within the context of the general principles agreed.

The duties of the governing body are exercised by the Curriculum and pupils committee.

The **head teacher** is responsible for regulating the conduct of pupils, agreeing rules and guidelines with staff and keeping them under review. The head teacher is also responsible for ensuring the behaviour policy is known within the school and applied reasonably.

Class teachers are responsible for their pupils' pastoral welfare and the particular needs of children in their class.

All members of staff are expected to the behaviour code fairly and consistently within their own area of responsibility and throughout the school.

Parents are expected to support the school by understanding that the school rules are in place to support the learning of all children. They are responsible for their children.

- We expect parents to share any behaviour concerns they have at the earliest possible opportunity
- We expect parental support when we work with pupils to resolve relationships issues.
- We expect parents to understand that their child is not always blameless
- We expect parents to understand that their child's version of events is biased.

The 3 R's- Responsibilities, Rights and rules

As a member of Newton Burgoland Primary School pupils have a Responsibility

- To let others work and play
- To get on with their work to the best of their ability
- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To show care and consideration for the environment
- To tell a member of staff if they see or hear about someone being treated unkindly
- To do as they are told the first time

As a member of Newton Burgoland Primary School pupils have a Right

- To be able to get on with their work and play
- To be themselves and be proud of their achievements
- To be treated fairly and with consideration
- To express their views and knowing that they will be listened to

To feel safe happy and confident

- To have clean and tidy surroundings
- To tell a member of staff if someone or something is causing them problems

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Pupils at Newton Burgoland primary School devised these Rules based on their rights and responsibilities

- Smile and have fun
- Always participate and try your best in all activities
- Put up your hands if you want to speak and never shout out
- Tell the truth
- Show good manners
- Listen carefully when other people are speaking and do as you are told by adults the first time
- Cooperate and work well together
- Respect property
- Walk in school
- Don't distract other people from their learning
- Have kind hands, feet and words
- Follow the internet safety code

In addition at playtimes:

- Try to include everyone
- Be friendly
- Play fair
- Play safe in your areas
- Look after the environment
- Never fight, not even play fighting
- Look after equipment and put it away properly
- Follow the Wraggs yard equipment rules
- Do not cross the safety line or go behind the shed
- Don't tell tales but report bad behaviour
- Line up quietly to walk into School

The 3r's underline our desire for children

- To be able to focus on learning
- To be happy and confident in school
- To choose good behaviour all the time
- To be assertive rather than aggressive
- Develop good learning habits – further information available on our website

In addition to the 3r's class teachers devise specific instructions and guidelines for classroom procedures and management. Children may play a part in devising these instructions. Once established, children are under an obligation to "follow instructions first time" as stated in the school rules.

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Rewards

At Newton Burgoland Primary School good behaviour, good learning and kindness is recognised and rewarded:

All adults can award merits and all pupils may recommend other pupils for a merit for

- Kindness
- Care and consideration
- A job well done
- Good progress
- Good work
- Bravery
- Service to the school
- Improved or good use of learning habits

Adults will give pupils merit stickers. These are collected on individual pupil cards.

50 merits= a bronze award

100 merits= a silver award

200 merits= a gold award

300 merits= a platinum award.

Awards will be presented in an assembly to which parents/guardians/carers will be invited. There is a treasure chest of prizes for pupils achieving awards.

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Consequences

At Newton Burgoland Primary School we believe that everyone should be able to make mistakes, apologise and start again.

Our children are usually very well behaved but if necessary the following consequences will be deployed to help the pupil reflect on their mistake and calm down.

- Time out of an activity- in class
- Time out of an activity- in another class
- Time out of an activity- away from other children where possible
- Verbal apology to victim (s) and class teacher
- A written apology
- A meeting with the pupil's parent and class teacher/ head teacher

Special Measures

If a child's behaviour does not improve over time special measures may be used in consultation with the parents. These include:

- The introduction of a daily report card which sets behaviour targets which are assessed at the end of every lesson/break.
- The drawing up of a pastoral support plan in consultation with the SENCO and the behaviour support service aimed at modifying behaviour, Children would be deemed to be at school support at least under the SEN code of practice.
- Exclusion from the school, whether fixed term or permanent.

The head teacher retains the right and the sole responsibility to exclude any individual whose behaviour is wholly unacceptable in school. Procedures for exclusion are detailed in: "Guidance on exclusion from Schools" issued by Leicestershire County Council.

The school does not

- Use any form of physical punishment
 - Usually use blanket punishment of whole groups for the activities of individuals
 - Punish individuals as scapegoats for a group
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Racism

This school does not tolerate racism.

This school is aware of its responsibility to

- Promote racial equality
 - promote good race relations
 - Eliminate unlawful racial discrimination
- Contribute to the 'PREVENT' strategy

It is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Therefore

- It will use all the powers and resources at its disposal to eliminate racist incidents
- It will ensure that any complaint of racial harassment is promptly investigated and that everyone is
- aware of other responsibilities and procedures to challenge and report it when it occurs;
- It will work with parents, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.
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Racist behaviour is defined as conduct or words which advantage or disadvantage people because of their race colour culture or ethnic origin.

Racist incidents are any incidents which are perceived to be racist by the victim or any other person.

Racist incidents comprise all those unwanted actions by a person or group directed at people of different ethnic origins which cause humiliations, offence or distress or interfere with their performance, or create an unpleasant working environment and which are motivated by racial considerations

As such they may:

- Comprise of remarks or actions associated with a person's colour, race nationality or ethnic or national origin
- Emphasise a person's colour race nationalist ethnic or national origin over his/ her role as a pupil, member of staff or carer.

The behaviour associated with racial incidents may involve:

- Verbal abuse and threats
- Physical assault
- Threatening behaviour and verbal abuse
- Name calling, insult and jokes
- Ridicule of cultural preference
- Incitement to others to behave in racist ways through comments, badges or literature
- Refusal to cooperate with others because of their race

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We recognise that

- Racist incidents will happen from time to time in our school
- The fact that they are not always reported, does not mean they are not happening
- Racism makes children lives unhappy and can hinder learning

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish and / or put a written note into the worry box.

Parents are encouraged to inform their child's teacher or the head teacher of any concerns they have by letter, a phone call or a visit.

Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied up to and including exclusion.

Monitoring Behaviour

In order to maintain high standards of behaviour the school monitors performance using a variety of indicators.

- Incidents of bullying or suspected bullying are logged
- The head teacher monitors behaviour when observing lessons and playtimes.
- The head teacher takes note of any feedback provided by visitors to the school.
- Exclusion data is noted by the curriculum and pupils committee. Figures are reported to governors annually as part of the behaviour report.
- A racist log is kept of all incidents of racist language or attacks. Trends are identified on a termly basis and reported to governors annually as part of the behaviour report.
- Where needed a monitoring record is kept for a child causing concern

Success Criteria

The behaviour policy is working well when:

- There is happy atmosphere in which everyone has the opportunity to do their best
- Everyone shows respect for themselves, each other, property and the environment
- Everyone cooperates with everyone else in a polite, considerate and helpful manner
- There is equal opportunity for all