

# Broughton Primary School



## Behaviour Policy

Co-ordinator with responsibility: Headteacher

## BEHAVIOUR POLICY

### **Aims of the Policy**

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental / carer co-operation and involvement.

To make boundaries of acceptable behaviour clear, and to ensure safety.

To raise awareness about appropriate behaviour.

To help pupils, staff parents and carers have a sense of direction and feeling of common purpose.

### **Children's responsibilities are:**

To work to the best of their abilities, and allow others to do the same.

To treat others with respect.

To follow the instructions of the school staff.

To take care of people and property and the environment in and out of school.

To co-operate with other children and adults.

## **Adult responsibilities are:**

To treat all children fairly and with respect.

To raise children's self esteem and develop their full potential.

To provide a challenging, interesting and relevant curriculum.

To create a safe and pleasant environment, physically and emotionally.

To use rules and sanctions clearly and consistently.

To be a good role model.

To form a good relationship with parents/ carers so that all children can see that the key adults in their lives share a common aim.

To recognise that each is an individual

To be aware of any additional needs.

To offer a framework for development in PSWCD (Foundation Phase).

## **The Parents / Carers' responsibilities are:**

To make children aware of appropriate behaviour in all situations.

To encourage independence and self-discipline.

To show an interest in all that the child does in school.

To foster good relationships with the school.

To support the school in the implementation of this policy.

To be aware of the school rules and expectations.

## Encouraging Appropriate Behaviour

To make clear our expectations of appropriate behaviour.

Teach appropriate behaviour through circle time, PSWCD and PHSE sessions

To discourage unsociable behaviour by promoting mutual respect.

To encourage children to take responsibility for their own actions and behaviour.

To set through example standards of behaviour.

To praise good behaviour both privately and publicly.

### Foundation Phase

**Nursery** - verbal praise, stamps, star charts if needed, certificates and stickers are used to praise good behaviour.

**Reception Year 1/2** - verbal praise, stickers, Seren Y Dydd stickers ( Y1 = chosen by teachers, Y2 = pupil nominations), Seren Yr Wythnos chosen by teachers to be celebrated in Friday assembly. *Good to be Green* daily stickers are used to praise good behaviour. Class Dojos are used to reward positive behaviour.

### Key Stage 2 (Year 3,4, 5 and 6 children)

**Merit Awards** - Collection of Bronze, Silver, and Gold merits through individual award system. (Merits are awarded for "outstanding" effort).

Behaviour is rewarded through the "Good to be Green" scheme. (see appendix)

Weekly reward activity - 20 minutes directed free time in class for pupils who have been green all week. There will be a reward activity per half term e.g. film or outdoor activity which will be agreed with the pupils on a termly basis as appropriate.

**Class DoJo** - agreed expectations will be awarded points on a weekly basis.

Celebration for pupils with the most points at the end of each week.

## **Inappropriate behaviour**

**Nursery** - Pupils have created a set of rules to follow in each area of learning - Be kind, be happy, try hard!

1. First warning is given and child is informed and appropriate behaviour is modelled.
2. Child is encouraged to think about their behaviour and identify which rule has been broken.
3. Child is encouraged to say sorry for their actions and return to class activity. Serious incidents are logged & Class teacher will discuss behaviour with child's parent/guardian at end of school day or asap.
4. Continued misbehaviour the child actions will be discussed with the Head teacher and parents.

**Reception / Year 1/2-** Pupils have created a set of identical rules to follow in each area of learning also The " Good to Be Green " system in operation (appendix 1)

These courses of action are aimed to;

- Stop inappropriate action
  - Encourage children to take responsibility for their own behaviour.
1. First warning is given and child is informed that continued inappropriate behaviour means they will go to yellow.
  2. Child is encouraged to think about their behaviour and identify which rule has been broken.
  3. At the beginning of each session children on yellow are identified and peers and staff identify ways to help those children return to green.
  4. If inappropriate behaviour continues, child will move from yellow card to a red card. Child will be asked to discuss their actions with a member of SMT and agree a consequence which if completed enables them to return to green. Class teacher will discuss behaviour with child's parent/guardian at end of school day or asap.

## **Repeated inappropriate behaviour**

Where there is repeated inappropriate behaviour the following will apply:

1. Informal contact with parents by class teacher
2. Involvement of Head/Deputy / Head of Department / Anco
3. Formal contact with parents.
4. IEP (B) drawn up.

5. Involvement of outside agencies/ support
6. Internal exclusion
7. Exclusion - temporary/permanent as set down by Welsh Office guidelines

If incident is serious e.g. biting, swearing, parents will be invited in to school to discuss incident as soon as is possible.

**KS2** - The "Good to Be Green" system in operation (appendix 1)

These courses of action are aimed to;

- Stop inappropriate action
- Encourage children to take responsibility for their own behaviour.

### **Repeated inappropriate behaviour**

Where there is repeated inappropriate behaviour the following will apply:

8. Informal contact with parents by class teacher
9. Involvement of Head/Deputy / Head of Department / ALNCO
10. Formal contact with parents.
11. IEP (B) drawn up.
12. Involvement of outside agencies/ support
13. Internal exclusion
14. Exclusion - temporary/permanent as set down by Welsh Office guidelines

In some more serious incidents a route from formal contact with parents straight to exclusion may be deemed necessary.

# LUNCHTIME - REWARDS AND SANCTIONS

## (KS 2)

In order to achieve a safe and enjoyable lunchtime break, the following rewards and sanctions will be operated;

Positive and appropriate behaviour will be rewarded with verbal praise and smilograms. Pupils collect these in a central location and rewarded on a termly basis.

### Yellow and red card system

This system will be introduced and the following sets out the behaviour that will not be tolerated and will initiate the card system.

- Inappropriate **purposeful** physical contact (pushing, hitting, kicking)
- Name-calling
- Playing in areas that have been declared out of bounds
- Not following an adults instructions
- Rudeness (specifically answering back and inappropriate tones used)
- **Swearing** (inappropriate language in the school environment will warrant a "red card" being issued on the **first offence**.)

If any of the above behaviour is displayed by a pupil;

1. The child will be taken to one side, in a calm and quiet manner and "shown" the yellow card.
2. The pupil will be given the reason for the sanction.
3. The child will take the yellow card to the Headteacher to recorded the incident.

If a pupil displays any of the above behaviour in a second incident in the same week, a second yellow card will be "shown" to the pupil by lunchtime staff and the steps above followed.

Any child receiving a second yellow card in the space of one week will initiate the following:

1. Contact of the parent/guardian of the child concerned to alert the parent /guardian to the child's behaviour and ask for support

A further incident within the week parents will be notified and an appointment made to discuss the Schools concern with regards the appropriateness of the pupil being in school over the lunchtime period.

# LUNCHTIME - REWARDS AND SANCTIONS

## (Foundation Phase)

In order to achieve a safe and enjoyable lunchtime break, the following rewards and sanctions will be operated;

Positive and appropriate behaviour will be rewarded with verbal praise and class Dojos in Y1/2

### **Calm Zones**

This system will be introduced and the following sets out the behaviour that will not be tolerated and will initiate the system.

- Inappropriate **purposeful** physical contact (pushing, hitting, kicking)
- Name-calling
- Rudeness (specifically answering back and inappropriate tones used)
- **Swearing** (inappropriate language )
- Not remaining in the appropriate lunchtime areas

If any of the above behaviour is displayed by a pupil;

1. The child will receive a verbal warning
2. If behaviour persists after a verbal warning, the child will be taken to one side, in a calm and quiet manner and led to the Calm Zone (painted **white** circles) for 5 minutes maximum thinking time.
3. The pupil will be given the reason for the sanction and this will be logged by DRA.
4. After "timeout" the child will be encouraged to, reflect on their actions and an opportunity to apologise will be given.
5. If a pupil displays any of the above behaviour in a second incident in the same week, the child will be sent to discuss their actions at the end of the lunch break, with their class teacher.
6. If a pupil continues to display inappropriate behaviour in the same week, the child will be sent to discuss their actions at the end of the lunch break with SMT or Head/Deputy. If deemed necessary they will initiate contact with parents/carers of the child concerned, to alert the parent /guardian to the child's behaviour and ask for support.

## Appendix 1

### 'Good To Be Green' Behaviour System (KS2 & UFS)

Behaviour in classrooms is monitored using the 'It's good to be green' behaviour scheme. Children begin each new day on green and are encouraged to stay green throughout the day. This system has been put in place to reinforce the expectation of consistent good behaviour. A reward event is planned at the end of every half term in recognition of this positive behaviour for Years 4, 5 and 6, and on a weekly basis for Years 2 and 3.

However, children who choose to ignore reminders about acceptable behaviour will be expected to take responsibility for their own actions and accept the consequences.

Consequences:

1<sup>st</sup> warning - green card turned over

2<sup>nd</sup> warning - yellow card issued (Target to be given to return to green)

3<sup>rd</sup> warning - red card issued (Pupil sent to Head)

Three unresolved yellow cards in one week would raise concerns regarding a child's behaviour. Therefore in order to monitor their behaviour closely, there will be daily communication between the teacher and parents for one week and this may affect their opportunities in any out of school activities.

In the unlikely event of persistent unacceptable behaviour or if there is a serious incident, parents will be contacted and a meeting arranged with the Head Teacher to agree the best way forward.

# Behaviour Policy

The Behaviour policy and procedure was passed for use in Broughton Primary School.

On:.....October 2019.....

By:.....Headteacher

By:.....Chair of Governors

Date of planned review:.....