

Ballacottier Primary School



Behaviour Policy

Approved By:	Full Governing Body
Date:	February 2023
Review Date:	March 2024
Signed:	

Introduction

At Ballacottier School we believe a healthy balance between sanctions and rewards exists and rules are implemented fairly and consistently. We seek to foster good behaviour in a positive way, through our core values. All adults at the school set good examples for the children to follow.

Aim

The aim of the school's behaviour policy is for every member of the school community to show mutual respect by acting with courtesy and consideration towards others at all times.

At Ballacottier we are focused on promoting good relationships where everyone works together, so children can grow in a safe and secure environment, helping everyone to learn.

We recognise and promote good behaviours as we believe this will develop an ethos of kindness and cooperation. This policy is designed to encourage positive behaviour, rather than just deter anti-social behaviours.

Our Core Values underpin all our school policies

- Treat people as you would want them to treat you.
- Respect, value and support each other.
- Create happy memories through positive experiences.
- Be brave, be yourself, be proud to be you.
- Always aim high and have high expectations.

Code of Conduct

Whilst in school children are encouraged to behave in a calm orderly manner, and follow the Golden Rules:

- Do be gentle, don't hurt anybody
- Do be kind and helpful, don't hurt other peoples feelings
- Do be honest, and don't cover up the truth
- Do work hard, don't waste time
- Do look after property, don't waste time or damage things Do listen to people, don't interrupt

Staff Responsibilities:

Behaviour Management is the responsibility of all staff at Ballacottier.

Head Teacher:

- implement policy consistently throughout school
- report to governors on effectiveness of policy
- review regularly with SLT
- ensure, health, safety and welfare of children
- support staff in implementing policy

- keeps records of serious incidents - including bullying and racism
- responsible for further sanctions e.g. fixed-term exclusions and liaising with Department

Class Teachers:

- ensures school rules are adhered to
- acts as a role model
- treat each child fairly with respect and understanding
- implement rewards and sanctions consistently
- deal with incidents first - if behaviours persist seek support from Key Stage Leader in the first instance, then Deputy Head and where necessary Head Teacher.
- build positive relationships with parents
- reports to parents and carers in-line with school policy about behaviour and welfare of child

Support Staff/Lunch Time Ancillaries:

- provide a positive model of behaviour for children
- make expectations clear
- inform class teachers of any inappropriate behaviour in a timely fashion.

Parents and Carers:

- collaborate with school so children receive a consistent message about how to behave
- support their child and school, to sure the best outcome for their child's happiness and safety as well as others around them
- where concerns are present, parents should contact the class teacher in the first instance, then the Key Stage Lead, followed by the Deputy Head and finally the Head Teacher.

Rewards

We aim to be positive in our approach, to notice and reward good behaviour rather than take it for granted. Rewards are linked to our core values. Staff use a range of strategies to promote good behaviour, and children and their parents will be made aware of our rewards system. The underlying principle is one of valuing pupil achievement, in all areas of life, not just academic. Pupils will only feel that their achievements are truly valued if recognition of what they do is communicated to them.

Rewards include:

- approving gestures (looks, nods, smiles, winks, thumbs up)
- private praise
- public praise - in class/Assembly
- another member of staff - to reinforce praise
- stars, stickers, merits, stamps, raffle tickets etc
- informing parents - phone/text/postcard home

- celebration in Superstars Assembly Book and Superstar stickers
- Head Teacher's award - weekly

Sanctions

Pupils need to know why they are being punished and need to be given an opportunity to make amends. Children are often upset when they realise their behaviour has affected someone and need to be given an opportunity to make reparation.

Children need immediate feedback and many of the sanctions used are very low level responses that let children know that their behaviour is unacceptable without disrupting the rest of the class.

These include:-

- non verbal gestures (stare, frown, shake of head)
- ignoring
- a verbal check/reminder
- removal of a small privilege

We believe that the immediate response by all members of staff of minor offences often prevents major problems from developing. If these checks prove ineffective teachers may use other appropriate sanctions such as:-

- removal from the group but remain inside the classroom
- removal from the scene of disruption (eg. standing at the side of playground, working in shared area)
- withdrawal of playtime and/or lunchtime
- repeating work when poorly presented or below child's capability.

It is important that the child understands why their behaviour is unacceptable, that they understand how their behaviour affects others and how they could have behaved in a more acceptable way. Time must be given to talk through this with the child.

Sometimes it will be necessary to apply a different sanction to the above. At Ballacottier we work hard to build positive parental relationships and parental backing is appreciated on such occasions. Parents will be telephoned or written to if their child continues to struggle to meet the expectations and requirements of the school policy, and a request will be made that they meet with the headteacher.

Playground Expectations:

- Expectations made clear to all children and staff - via assemblies and staff meetings
- Children shown how to use equipment safely
- verbal reminders as appropriate - if ignored child to shadow adult on playground, class teacher informed.
- Aggressive/Physical violence or persistent inappropriate behaviours reported to class teacher/ Key Stage Leader

- staff to follow positive behaviour strategies - positive praise, stickers, lunchtime Super Stars and recommendations for Head Teachers Award.

Triggers which may require intervention from SLT, Deputy Head or Head Teacher:

- physical or threatening behaviour
- swearing intentionally to cause harm or offence
- racist, sexist or homophobic remarks (these may require recording on a separate form)
- repeated disobedience
- continued inappropriate behaviour after some reflective time

Parents will be informed of inappropriate behaviours as close to the time of incident as possible - a home/school partnership is crucial.

Further Sanctions:

At Ballacottier, we hope to never exclude a child - this would always be a last resort, however at times this might be necessary.

When all reasonable strategies have been attempted, including that of internal sanctions and the application of any additional support available, the next step would be exclusion.

This will only occur if:

- child seriously assaults a member of staff or another child
- repeatedly shows aggressive or dangerous behaviours
- repeatedly violates the behaviour policy

Lunchtime exclusions will also be considered where children persistently cause danger to themselves or others or show inappropriate behaviours that do not adhere to the school's policy.

Record Keeping:

A record of all persistent behaviours, that fall outside the expectations of the school's policy, will be logged and kept on Arbor. These must be logged by the adult dealing with the situation. If an incident is reported by an ESO, Supply Teacher or Lunchtime ancillary, it is the class teacher's responsibility to record the incident on Arbor. Support can be found from Key Stage Leaders where necessary.

Serious behaviours including racism and targeted bullying behaviours will be reported to the Head Teacher and relevant forms will be completed where appropriate.

Racist and targeted behaviours of any kind will not be tolerated.

The school follows the Department of Education Sport and Culture's policy on the Use of physical contact, control or force on pupils (June 2016), with regard to the restraint of pupils in certain situations. In particular if a pupil is putting himself/

herself in danger or when other pupils or adults in the school may be endangered by the actions of an individual pupil.

Behaviour plans may be drawn up for individual pupils, in conjunction with parents, that may also involve the use of outside agencies (SEN policy)

Review

The policy will be reviewed on a regular basis by SLT and shared with staff.

February 2023