

Blackshaw Moor Church of England First School

Behaviour Policy 2019

Working Together in God's Love for the Benefit of All

Introduction

At Blackshaw Moor Church of England First School we value the whole child. We aim to offer our children a creative, enriching and fulfilling learning journey enabling all to flourish. We aim to develop strong links with our local community whilst preparing our children to be good global citizens. Our school values and Christian distinctiveness underpins all that we are and do.

"Children benefit most when their home lives and school lives establish similar values and expectations."

We believe the ethos of our school will influence the behaviour of all members of the team. We seek to create an ethos where every child is valued as an individual with particular talents and needs. Teachers always display a positive attitude towards children, who are treated with respect and understanding. We expect the children to behave similarly with respect and consideration to each other and to all adults within our school. Good manners and truthfulness are expected at all times. We hope to develop a pride in our school that encompasses respect for the building, its contents, other people's property and the school grounds.

We expect children and staff to live by our school values of courage, trust, compassion, friendship, truthfulness and respect.

Aims

Blackshaw Moor School seeks to help children to develop self-discipline and to understand the need for control.

Teaching and Learning Methods

We seek to create a friendly but well ordered, busy school life, where children are approached with an expectation of good behaviour. Rewards are given for hard work. These take the form of prizes, awards, stickers, praise pads and certificates. We have developed a set of positively worded rules as a staff and with the children. These rules are displayed in classrooms so everyone is aware of what is expected.

Our rules:

1. In this classroom we show good listening.
2. We show respect for other people's views and feelings.
3. We keep our classroom neat and tidy.
4. We look after our own and other people's property.
5. We walk carefully and sensibly around the classroom and the school.
6. We will always be truthful and honest.

We believe that good behaviour needs to be taught and so we actively teach children strategies for managing their own behaviour such as coping with their feelings and ways of handling different situations. We do this through class circle time, PHSE, our Friday assembly time and our School Council.

We also teach the children what we mean by good listening during whole class sessions and why this is so important to our learning.

Early Years Foundation Stage

Here the children are rewarded for good behaviour by collecting stars on a chart. Each child has a card for their stars and stickers then praise pads and finally prizes are awarded depending on how many stars the child achieves.

Key Stages 1 and 2

The children earn stamps for effort and good work. These lead to 5, 10, 15 and 20 awards. A twenty award earns the child a small prize. House points: each child is a member of a house team and house points are awarded to children for good behaviour, manners, helpfulness etc. House point scores are recorded and the winning team at the end of each half term come to school in non-uniform to show they are a winner.

We also have a clear hierarchy of sanctions that all adults in school follow and which the children are explicitly made aware of. We also feel it is important to work closely with parents and will make them aware of any serious sanctions we have to use with their child.

Sanctions Hierarchy

1. **NON - VERBAL CONTACT:** Most children will respond positively to a teacher's disapproving look.
2. **RULE REMINDER:** The child will be reminded of the classroom rules that are displayed clearly in the classroom.
3. **CHOICE:** Child will be asked to comply and warned of consequences of non-compliance
4. **FORFEIT:** Child will miss 5 minutes of a playtime session. The class teacher will supervise during this time.
5. **FORFEIT:** Child will miss a full playtime session. The class teacher will set a task and supervise the child during this time.
6. **TIME- OUT:** Child will be excluded from their class for 20 - 30 mins and sent to a different classroom to work
7. **HEAD TEACHER:** Child will be sent to the head teacher and, if transgression is very serious parents will be informed.
8. If it is clear that the above sanctions have not effected an improvement in a child's behaviour, then (an) individual behaviour target(s) will be set, in liaison with the SENCo. The school will henceforth record all incidents of misbehaviour by the child, so teachers can analyse if there are patterns in the behaviour. The record will be used if it is necessary to involve the Special Needs agencies and Behaviour Support team.
9. **EXCLUSION:** Formal exclusion procedures will be instituted.

Golden Table - Children displaying exemplary behaviour at lunch time and packed lunch pupils who consistently bring healthy lunches gain a place on the Golden Table and their parents are informed in the school's weekly newsletter.

All staff are responsible for the recording and monitoring of all incidents and where deliberate acts which hurt another person occur, we will record the incident in the *incident book*. If it is necessary, outside agencies will be called in for help and advice.

In accordance with the Education Act, 1986, corporal punishment will not be used in this school.

After school clubs / Lunchtime club organisers / other adult helpers in school.

We make every effort to liaise with adult helpers and club leaders who are not members of staff and make them aware of expectations for children's behaviour. The children and parents are required to sign an agreement that states the rules and expectations clearly and understand if these guidelines are not followed children may not be able to continue attending the club.

During Forest School sessions, if a child shows to have persistent behaviour difficulties, the Forest School leader will determine when tool use is appropriate.