



## **St. Barnabas C.E. First & Middle School Behaviour Policy**

"Good behaviour is a necessary condition for effective teaching to take place."  
(Education Observed 5 - DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aims**

- \* To create an environment which encourages and reinforces good behaviour in line with the school's Christian Values.
- \* To define acceptable standards of behaviour.
- \* To encourage consistency of response to both positive and negative behaviour.
- \* To promote self-esteem, self-discipline and positive relationships.
- \* To ensure that the school's expectations, Values and strategies are widely known and understood.
- \* To encourage the involvement of both home and school in the implementation of this policy.

### **STANDARDS OF BEHAVIOUR**

The school has a central role in the children's social and moral development, just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

At St Barnabas C E First and Middle School we treat each other with mutual respect, pride ourselves on our positive relationships and work in a climate where we can lay the foundations for our values to be built upon.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- \* create a positive climate with realistic expectations;
- \* emphasise the importance of being valued as an individual within the group;
- \* promote, through example, honesty and courtesy;
- \* provide a caring and effective learning environment;
- \* encourage relationships based on kindness, respect and understanding of the needs of others;

- \* ensure fair treatment for all regardless of age, gender, race, ability and disability;
- \* show appreciation of the efforts and contribution of all.

## The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## Rules, Procedures and Values.

It is a fundamental part of our school that we base our relationships and decisions on our Christian Values.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- \* be kept to a necessary minimum;
- \* be positively stated, telling the children what to do rather than what not to do;
- \* actively encourage everyone involved to take part in their development;
- \* have a clear rationale, made explicit to all;
- \* be consistently applied and enforced;
- \* promote the idea that every member of the school has responsibilities towards the whole.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of consequences should be characterised by certain features:-

- \* It must be clear why the sanction is being applied.
- \* It must be made clear what changes in behaviour are required to avoid future consequences.
- \* Group consequences should be avoided as they breed resentment.
- \* There should be a clear distinction between minor and major offences.
- \* It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Sanctions should also include an apology, either verbally or written, depending upon the initial incident.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Head teacher or SENCo.

## Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## School Policy Development

The Elton Report of 1989 stated that: "Good behaviour is a necessary condition for effective learning to take place. The most central influence on pupil behaviour is the pupil/teacher relationship." Also that "Schools' behaviour policies should be based on a clear and defensible set of values."

Our goals in promoting good behaviour are as follows:

#### THE HEADTEACHER will

- Ensure that good lines of communication exist within the school and parents, Governors, the community and outside agencies
- Maintain and expect a consistently high standard of pupils' behaviour.
- Ensure that these standards and the upholding of this policy are consistently applied throughout the school
- Supply and other temporary staff employed to work at the school are appraised of the policy
- Always support staff, providing that they have acted in line with the aims and practice of this document. In the absence of the Head teacher, the same support can be expected of the Deputy Head teacher or other members of the Senior Leadership Team.

#### STAFF will

- \* Accept responsibility for maintaining good behaviour throughout the school
- \* Promote the values of honesty, fairness and respect for others
- \* Provide an environment in which behaviour problems are at a minimum
- \* Encourage children to make sensible choices about their own behaviour
- \* Enhance children's self-esteem
- \* Encourage and praise good choices of behaviour with simple rewards
- \* Praise children in the ratio of 5: 1 over sanctions

#### CHILDREN will

- \* Develop self-discipline and self-control
- \* Be on-task with their learning
- \* Develop self-confidence
- \* Learn to be co-operative and considerate
- \* Develop the ability to resolve conflict in a rational way

#### PARENTS will

- \* Feel confident that their children are growing socially and academically
- \* Know that their children will receive support when needed
- \* Feel welcome in school to discuss their children's progress in a positive atmosphere.
- \* Support the school in the consistent and fair approach to behaviour

#### Procedures

To achieve these goals the school has a behaviour management scheme that we have called Positive Behaviour Management @ St. Barnabas C.E. First & Middle School

Our aim is that children will learn to have a fair pride in their efforts, both academically and socially.

The policy is based on the principle that children make choices about their behaviour. It is accepted that behaviour is learnt. In St. Barnabas C.E. First & Middle School we consistently reward those children who are choosing the right behaviour. This policy states that “Children should be rewarded in the ratio of 5:1 over sanctions”. For every sanction there MUST be approximately five rewards - in the form of positive comments, stickers, noting good choices etc. If this ratio is not maintained, the atmosphere becomes one of punishment, not reward. It is the ethos of the school that promotes good behaviour. It is “what we do around here”.

Levels of intervention; these are consistently applied to all children who are choosing the wrong behaviour.

Note: Zone boards (where used) should **only** be used for **behaviour** when used as a sanction. They can be used to reward any aspect of good behaviour.

Stage 1	WARNING, NAME ON CARD (OR WHITEBOARD) OR MOVEMENT DOWN ZONEBOARD All classes record behaviour checks. This will provide a record of behaviour and will provide a history.
Stage 2	MOVE PLACE, WORK ALONE (MOVE DOWN ZONEBOARD) Record as step 1 with short description of the rule broken and a short explanation of antecedents if necessary.
Stage 3	TIME OUT IN ANOTHER CLASS (MOVE DOWN ZONEBOARD) Child is sent to time out room (prearranged with another teacher, preferably in a different year group/Key Stage). This to be for a session or until work is completed etc.
	(If a child reaches RED on the zone board, this will usually be followed up by a call home from the teacher).
Stage 4	SENT TO DEPUTY/ HEADTEACHER
Stage 5	PARENTAL INVOLVEMENT/LETTER HOME The letter/ phone call will invite parents to come into school to discuss child's behaviour with Head teacher. After this stage the behaviour checks will be monitored by senior management with class teacher help. SENCo will become involved in monitoring process Pupil Support Plan (PSP)  In some cases, where wholly inappropriate behaviour exists, stages 2 to 4 can be by-passed.
Stage 6	EXCLUSION Exclusion will always be used as a last resort. Where behaviour is considered to be of such a concern that the safety of either the child, other children or staff may be in danger of significant harm. Where the continued presence of the pupil would mean that normal teaching for the rest of the class would not be possible due to severe disruption. Where the behaviour necessitates time for the pupil to consider behaviour and the school to put in place a support plan, for both the pupil

	<p>and victims. Initially a fixed term exclusion will be used. If, after two fixed term exclusions the behaviour continues or escalates then a permanent exclusion will be used. After the second fixed term exclusion both parents and pupil will be warned that a third incident will lead to a permanent exclusion. Where the severity of the incident is considered extreme, a permanent exclusion may be considered without a fixed term one being issued. In excluding pupils, either fixed term or permanent, the school will follow the policy set out in the Local Authority guidelines.</p>
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Information for parents regarding exclusions is available from the school office.

Where behaviour relates to race, gender or religion the appropriate policies will be considered in managing the situation.

The letter will invite parents to come into school to discuss child's behaviour with Head teacher.

After this stage, behaviour checks will be monitored by the senior management with class teacher's help. SENCo will become involved in monitoring process (PSP)

### **Monitoring and Evaluating**

The Head Teacher and Senior Leadership Team will monitor this policy. Termly whole staff meetings monitor and evaluate all behaviour ideas and development.

### **Important Note**

**This policy, like all the other school policies, is not optional! All staff are expected to follow the procedures consistently and without variation. If staff wish to discuss changes in policy, it is expected that an item be raised on the agenda of the next staff meeting. Failure to follow this policy will result in disciplinary action.**

**Policy reviewed: December 2013**

**Next review: Autumn 2015**