

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE



BEHAVIOUR POLICY WITH ANTI-BULLYING APPENDIX

DATE: OCTOBER 2011

TO BE REVIEWED: OCTOBER 2012

SIGNEDCHAIR OF GOVERNORS

DATE.....



BEHAVIOUR POLICY

INTRODUCTION.

At Barton Primary School and Early Years Centre we encourage everyone to uphold our values and promote good behaviour in an ethos of hard work, care, commitment and responsibility.

- This document is a statement of the principles, aims and strategies for behaviour at Barton Primary School and Early Years Centre.
- This behaviour policy should be read in conjunction with the policy for teaching and learning as together these establish a general ethos of the school.
- Please also see the Safeguarding Policy and related policies in the Safeguarding File

PRINCIPLES.

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork.

AIMS.

Our aims for behaviour are that all children will:

- Value and appreciate all members of the school and Early Years Centre community showing tolerance and consideration for the rights, views and property of others.
- Develop a sense of self-discipline and accept responsibility for their own actions.
- Develop the ability to learn independently and work cooperatively.
- Develop a caring attitude for the school and Early Years Centre environment including the grounds, building, furniture and equipment.
- Understand that bullying in any form is unacceptable. (see appendix f)

RESPONSIBILITIES

All members of the school and Early Years Centre work towards the school and Early Years Centre aims by:



- Esteeming children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school and Early Years Centre community and the wider community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and valuing different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all negative conduct involving bullying or harassment.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently.
- Caring for and taking a pride in the environment of the school and Early Years Centre.
- Working as a team, supporting and encouraging one another.

STRATEGIES FOR PROMOTING ACCEPTABLE BEHAVIOUR

- Using a positive approach of praise and encouragement (Appendix a qualities of praise).
- Providing opportunities for children to discuss appropriate behaviour.
- The compilation of a classroom code of behaviour at the beginning of each school year by each class.
- Circle time.
- A programme of health education, which includes work on relationships, feelings and keeping safe.
- A programme of religious education, which includes ethical and moral issues.
- A programme of personal and social education and citizenship to promote mutual respect, self-discipline and social responsibilities.
- Procedures for playtime/lunchtime supervision (Appendix B)
- Playground and Environmental code for pupils compiled with the whole school (Appendix c)
- School Rules

Children are expected:

- To walk around the school at all times.
- To play in the designated area at playtime, before and after school.
- To only bring fruit for playtimes.
- To respect and care for the environment of the school.
- To remember the Golden Rules for keeping themselves and others safe.



Parents are requested:

- To ensure safety at the beginning and end of the school sessions Parents/ carers are requested to use the small pedestrian gates and use the car parks for visiting and emergencies only.
- The school has a No Smoking Policy so parents/ carers and staff are asked not to smoke inside the school gates.
- Dogs are not allowed in the playground.

RECOGNISING ACHIEVEMENTS.

The School recognises achievement through-

- Praise (appendix a Qualities of Praise)
- Visits to other staff (sharing achievements with own and other classes)
- Recognition of good work and behaviour. Stickers and badges are given out for exceptional behaviour and attitude.

SANCTIONS-

At times it is necessary to register disapproval of unacceptable behaviour such as bad manners, physical or verbal unkindness, disobedience, rudeness or lack of effort.

The following strategies may be used for minor infringements.

- Non-verbal signs.
- Ignore/praise behaviour procedure (appendix d).
- Private verbal rebuke.
- Reminders of what is acceptable behaviour.
- Warning procedure (Appendix e).
- Time out (maximum of five minutes otherwise it ceases to be time out).
- Isolation within the classroom.
- Removal from the class to an alternative supervised area.

More serious or repeated offences and any forms of bullying should be brought to the attention of the Head Teacher who will take appropriate action.

- A reprimand.
- Logging of incidents.
- Informing and discussing incidents with parents.
- Withdrawal of a privilege (after school club, school trip etc.)
- Removal from class or lunchtime or for a longer period.



- Emergency situation - Red Card for assistance with extreme behaviour.
- Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances.

Whenever possible the Sanctions should be negotiated and match the offence. Therefore it is suggested that the following steps are taken:

- Check that the child understands why he/ she is in trouble.
- Establish that the child knows it was unacceptable.
- Explore the effect the behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage children to think of or offer some alternative strategies.

All staff can promote acceptable behaviour when supervising and disciplining children by -

- Having an understanding of the Schools Behaviour Policy.
- Applying praise and sanctions consistently.
- Being vigilant at times when unacceptable behaviour is likely to happen.
- Being observant and take action to prevent potentially unacceptable behaviour before it happens.
- Being calm, listening to all parties and talking with respect in confrontational situations.
- Following up situations in order to be fair.
- Making it explicit to the children that it is the behaviour that is unacceptable not them.
- Recognising and being aware of the needs of individual children.
- Giving the child the chance to make amends.

Quite often children realise too late that they have 'over stepped the mark' and it is hard for them to know how to make it better. As adults we may find it hard to try and redress the balance when we have caused a problem. To help the children develop this skill we have to allow them the opportunity to make up. This opportunity can be a powerful turning point for a child to create change because they feel effective and therefore empowered.

Think of time when there has been a problem in the classroom or the dining area when a child has reacted badly to the situation...could you allow them the chance to say sorry or clear up the mess they have made or just be alone with you whilst you talk about how upset they must be feeling?



The ingredients for this process are -

- Understanding what was wrong.
- Feeling sorry.
- Problem solving to put it right.
- Acting effectively.
- Learning for the future.
- Classroom Management.

Appendices:

- A. Qualities of Praise. (see document)
- B. Playtime/ Lunchtime Procedures.
- C. Playground/ Environmental Area Code of Behaviour.
- D. Ignore/ Praise Procedure.
- E. Warning Procedure.
- F. IOW Council guidelines for Anti-Bullying behaviour. (see attached PDF file)
- G. Offsite Visits.

Appendix Early Years Centre Golden Rules

- We are gentle
- We are kind and helpful
- We look after properly
- We work hard
- We listen
- We are honest
- We share



ROUTINES/ PROCEDURES AT PLAYTIME.

TOILETS.

- Reception/ Year 1 to use Reception toilets via classroom door.
- Year 2/ 3/ 4 to use Year 2/ 1 toilets via corridor path

USE ROTA FOR ENVIRONMENTAL AREA/ ADVENTURE PLAYGROUND.

Children DO NOT enter the Environmental Area or Adventure Playground without Adult Supervision.

In Environmental Area - walking, being quiet (so as to disturb creatures as little as possible) observing/ touching plant life showing care (not collecting or picking).

END OF PLAY PROCEDURE.

- Bell monitors go into School and press the inside bell.
Year 4 AM & Lunchtime/Year 2 PM
- Staff arrive onto field/ playgrounds promptly.
- Bell rings and children sit or stand still.
- When the children are quiet and still staff to raise hand.
- Children walk to line up a specified point.



Appendix C.

THE GOLDEN RULES.

Think before you do!
Make up your own mind!
Trust your own feelings!
You can say NO!
Ask for help if you need to!

OUR PLAYGROUND CODE.

- Always be kind helpful and polite to everyone.
- Play together safely.
- Play games in the correct zones, areas (do not go into car parks).
- Keep our playground and field tidy.
- Tell an adult if you are upset, hurt or scared/ use the buddy stop. (if someone is hurt get help).
- Remember what to do when the bell rings (playground routine)
- Remember our Environmental Code.
- Look after our playground games.
- Keep School Rules.



APPENDIX C.
ENVIRONMENTAL CODE.

- Keep to paths.
- Always Walk.
- Listen carefully, be quiet.
- Handle living things carefully (do not pick flowers, trees unless asked).
- Keep safe, take care around the pond.

ADVENTURE PLAYGROUND.

- Wear suitable footwear.
- Staff to check safety before use.
- Not to be used in wet weather.



APPENDIX D.

IGNORE - PRAISE.

USE WHEN:

- Behaviour does not disrupt the lesson.
- Behaviour does not pose a threat to others.

PROCEDURE.

- Ignore the 'target' child but praise a nearby child who is behaving appropriately.
- Once the 'target' child behaves, wait a few minutes, then praise.

Ignoring constitutes a correction so praise the 'target' child at least twice more if possible through the remainder of the lesson.



APPENDIX E.

WARNING PROCEDURE:

- Get the child's attention "Sarah, this is a warning".
- Specify the rule (reference the behaviour not the child) "the rule is to sit in our own chairs".
- Specify the consequences "sit in your own chair or I may have to remove you from that table".
- Return immediately to the normal activity, giving praise to the rest of the group.
- If the child behaves appropriately, wait a few seconds then praise.
- Praise at least twice more if possible throughout the remainder of the lesson.

IF WARNING FAILS THEN USE THE SEPARATION
PROCEDURE.

NEVER REPEAT THE WARNING.



APPENDIX G.

OFFSITE VISITS & ACTIVITIES.

- Risk assessments should be made prior to trip, which should then be distributed, to all adults involved.
- Children to be made aware of safety procedures and expected/ unacceptable behaviour and dress prior to the visit.
- Signed permission from Parents/ Carers to take part in the trip, which will include transport arrangements.
- Always ensure appropriate adult supervision ratios.
- First Aider, First Aid kits and medication taken.
- Home/ School agreement.

