



**Birch Hill Primary
School**



BEHAVIOUR POLICY

AUTUMN 2009

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***Please also refer to the companion document
Behaviour Guidance and Strategies.***

1 Aims of the Policy

The aims of the Behaviour Policy are to:

- Encourage children to have high expectations of their own behaviour.
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

2 Responsibilities

2.1 Staff responsibilities

Reference needs to be made to the Rights Respecting Schools programme.

- Treat all children fairly and with respect.
- Raise children's self esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalised learning.
- Create a safe, pleasant environment both physically and emotionally.
- Set out and use rules and sanctions clearly and consistently.
- Ensure rewards and sanctions are followed through.
- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Develop a **Classroom Charter** with children so that children are very clear about how they are expected to behave.
- Encourage children to take care of their own property, their school, and the property of others.

In order to encourage good behaviour the staff are to:

- Set a good example themselves.
- Make clear their expectations of good behaviour.
- Discourage unsociable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Be consistent in their discipline of children.
- Praise good behaviour both privately and publicly.

2.2 Children's Responsibilities.

The children's responsibilities are to:

- To do their best to contribute to a positive learning environment, and allow others to do the same.
- Treat others, including all adults in school, with respect.
- To follow the instructions of all school staff.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.
- To be actively involved in creating a class charter.

3 Strategies

The Rights Respecting School programme is central to the development of positive behaviour in the school.

The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self esteem. Therefore the staff will endeavour to:

- acknowledge good behaviour on all occasions;
- make full use of positive rewards (see examples in 3.1).
- give descriptive/specific praise;
- use positive feedback techniques;

Should children be unable to behave then staff should use agreed sanctions (see examples in 3.2).

Sanctions should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of a sanction is to

- help children learn that consequences follow actions;
- deter the children from misbehaving again;
- deter other children from misbehaving;
- to show that a society has rules.

The expectation is that most children will respond to these strategies and that the class teacher will take responsibility for behaviour within their class.

3.1 Positive Rewards

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Public praise in the classroom and at Celebration or Team assemblies;
- Badges and stickers for good behaviour and good work;
- Effort awards;
- Praise during circle time;
- Displaying the children's work in the classroom to acknowledge their achievements.
- Star readers;
- Call in parents to show good work; ("Just A Note"/Postcard Home" to let parents know children have done well)
- Behaviour link chart/book to parents.(This is a positive use of a link book).
- Home Learning/Achievement board
- Golden time
- Star charts;
- Stars on tables;
- PSHE charts - Friendship tree;
- "Eagle" of the week; (Some staff give their classes a team name: eagles, dolphins, sharks etc. to build up a sense of identity.)
- Head Teacher award; children are selected to take good work to HT on Friday afternoon;
- Pupil of Week;
- Stickers;
- Friendship tree/wheel etc.
- Awarding merit marks for good work and behaviour leading to the presentation of certificates at a whole school assembly;
- Class targets & agreed rewards;
- Star of week (voted by teacher)
- Sun/moon of week to emphasise good models of behaviour-chosen by teachers.

3.2 Sanctions

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Asked to change activities
- Separated from those with whom they are behaving inappropriately
- Taken aside and spoken to quietly by a member of the staff. Together they will discuss what has happened and talk about the consequences of the child's actions.
- Finish their work in their own time
- Loss of golden time
- Forego privileges
- Miss a playtime or part of a playtime.
- Sit in an isolated seat within the classroom
- Work in another classroom for a limited period
- Rectify and make good any damage they have caused
- Sit and discuss with the teacher or another adult the consequences of his/her actions and how to avoid such situations in the future.
- Parental discussion.