

□



Burton Joyce Behaviour Policy

Adopted Spring 24

Review Spring 25

Signed.....(Chair of Trust Board)



□

Burton Joyce Primary School

Behaviour Policy

Introduction

This document is a statement of aims, principles and strategies for behaviour at Burton Joyce Primary School.

LEA guidelines have been taken into consideration in the formulation of this policy.

Purpose of the Policy

THE BEHAVIOUR POLICY should be read in conjunction with the Policy for Teaching and Learning as, together, these establish the general ethos of the school, equal opportunity and racial equality.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn to their potential and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

OUR AIMS FOR BEHAVIOUR are that all children will:-

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their roles in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a pride and responsible interest in caring for their environment.
- Become self-motivated, self-disciplined and, therefore, more independent and autonomous.

1. Burton Joyce Primary School's Code of Conduct

Staff and School Council, which includes representatives from every class, proposed that the school adopt our BJPS 'PRIDE Values. Each letter standing for a value we want all pupils to uphold; P – Pride; R – Respect; I – Integrity; D- Determination and E – Equality. These values were adopted and are displayed in each classroom and in the hall. These values will be reviewed each year and forms the basis our expectations of good behaviour and to promote the aims of the school. This ensures

□

that children are treated according to the equal opportunity policy and the racial equality policy.

There are clear guidelines for behaviour and how we learn to work and play in school is set out in the School Code of Conduct.

Appendix 1 – Code of conduct

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 team work and the school welcomes and encourages the involvement of LEA, governors, parents and others in the community.

Responsibilities

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's 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 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 recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all 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 pride in, the physical environment of the school.
- Working as a team, supporting and encouraging one another.
- Encouraging the development of a harmonious school.

THE LEADERSHIP TEAM (governors, Head Teacher and senior staff) work towards the school's aims by:-

□

- Taking a lead in the establishment of a positive school ethos.
- Taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding firmly when either is poor.
- Recording and reporting incidents of serious misconduct.
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- Encouraging community use of school facilities to increase local involvement and commitment.

TEACHERS work towards the school's aims by:-

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude and by using effective programmes for managing individual learning and behavioural needs.
- Enabling children to take increasing responsibility for their own learning and conduct in a well-organised classroom.
- Ensuring that learning is progressive and continuous.
- Being good role models – punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour and the use of the school's positive Discipline Policy.
- Working collaboratively with a shared philosophy and commonality practice.
- Demonstrating an interest and commitment to the whole child.
- Showing each child that he or she is valued.
- Supporting the timings of the school at playtimes, lunchtimes and the start of school.

PUPILS work towards the school's aims by:-

- Attending school in good health maintained by adequate diet, exercise and sleep.
- Attending school regularly.
- Being punctual and ready to begin lessons on time.

□

-
- Being organised – bringing necessary kit, taking letters home promptly and returning books efficiently.
- Contributing to the development of the school's code of behaviour □
Conducting themselves in an orderly manner in line with this code.
Taking growing responsibility for their environment and for their own learning and conduct.

PARENTS work towards the school's aims by:-

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time).
- Providing prompt notes to explain all absences.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Ensuring early contact with school to discuss matters that affect a child's happiness, progress and behaviour.
Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework and hearing reading.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.

Procedures

FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY:-

- Parent forum meetings.
- Ongoing meetings of representatives of teaching and non-teaching staff to review behaviour issues.
- Standard items for behaviour at governor meetings.

FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS *include:-*

- Regular informal contact with teachers who are always accessible to parents before and after school.
- Good communication channels including half-termly newsletters from school.
- Termly parent's evenings.
- A programme of open days, productions and fund-raising events.
- An induction programme for children entering Foundation.

□

-
- A booklet for new parents which outlines the schools behaviour policy and explains the parents' role in this to compliment the 'Home/School Agreement'.
- Welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for the occasional demonstrations or discussions.
Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.
- A clear policy for children with special needs.

Special Educational Needs

While we expect every pupil within the school to adhere to the Behaviour Code and the rules set out by class teachers, we do recognise that poor behaviour can stem from Special Educational Needs (SEN) or personal problems and difficulties. It is important, therefore, to look for the reasons for unacceptable behaviour. If pupils are identified as having SEN which impacts on their behaviour, short term, detailed goals related to behaviour will be set out in the pupil's Support Plan.

The school maintains close links with external support services such as the Gedling Area Partnership, Inclusion Support Services and the Educational Psychology Service. These services are used to provide guidance and strategies for children with SEN who experience behavioural difficulties. We will also seek out information and support from Social and Family Services when appropriate.

This Policy acknowledges the school's duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN. For further information please see the school's Single Equality Policy.

FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR include:-

- A school council of pupils and staff representatives which meets twice half termly.
- The development of a programme of Health Education which includes work on relationships and feelings.
- A programme of Religious Education which includes ethical and moral issues (see RE policy).
- Discussion Times, a forum for discussion held in every classroom regularly as part of our programme for PSHE and Citizenship (JIQSAW).
- Discussion of the Pride Values and any amendments to begin the School Year by each class at the beginning of the Autumn term.
- Opportunities in assemblies for a variety of issues to be aired.

□

•

FOR PROMOTING DESIRABLE BEHAVIOUR include:-

- Staff acting as role models.
- Staff offering guidance to children including praise and encouragement.
- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent working.
- The encouragement and appreciation of the children who act as positive role models.
Collaborative work within classes and across year groups which develop good relationships.
- The Burton Joyce reward system (see appendix).
- A framework to locate and consider individual responses and reduce the sense of isolation for individual teachers, non-teaching staff and children.

FOR ELIMINATING UNDESIRABLE BEHAVIOUR include:-

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff
- A schedule of sanctions for undesirable behaviour (Traffic light system).
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- Helping children to come to terms with personal and social differences, which may hinder their success at school.
- A readiness to tackle persistent behavioural problems through the special needs procedure (see Special Educational Needs Policy)
- All incidents are recorded on our on-line system CPOMs, this is analysed and monitored by SLT termly and this is reported to Governors.
- If children persistently display challenging behaviour school will refer to relevant agencies for support and advice in consultation with parents.

FOR PROMOTING CARE OF THE PHYSICAL ENVIRONMENT include:-

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self-esteem.
- Where appropriate, the involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment.
- A variety of security measures.
- The work of the site manager whose constant presence deters intruders and who is able to respond rapidly to rectify any damage.

Burton Joyce Code of conduct rewards

| PRIDE VALUES | Rewards | If children forget the code of conduct | At playtime | Lunch Time (for Midday dinner supervisors) |
|--|---|--|--|--|
| <p>= Positivity R = Respect I = Integrity D = Determination E = Equality</p> | <ul style="list-style-type: none"> • Verbal praise • Class reward systems • House point system <i>(weekly, termly, yearly awards)</i> • Praise from other teachers • Head Teachers praise • Weekly 'Ready for Anything' assembly • Pride Postcards <p>Teachers own class awards: stickers stamps</p> | <ol style="list-style-type: none"> 1) Verbal warning 2) Time out/name on board/move someone (Orange traffic light) 3) Miss play (Red traffic light) 4) Send child to team leader or another class 5) Send to Head Teacher | <p>PRIDE VALUES applies, however playtime rules are developed with children depending on the term/weather</p> <p><i>(see playtime rules)</i></p> <p>If children forget:</p> <ol style="list-style-type: none"> 1) Verbal warning 2) Stand with teacher on duty | <p>PRIDE VALUES applies</p> <p>Manners</p> <ol style="list-style-type: none"> 1) Be polite to all dinner staff and listen to what they say 2) Talk only when your mouth is empty 3) Talk quietly to the person next to you 4) Put your hand up if you need help <p>Rewards</p> |

| | | | | |
|---|--|--|---|---|
| <p>Before we (children) say anything, we check:</p> <ul style="list-style-type: none"> • Is it true? • It is necessary? • Is it kind? | <p>smiley faces golden time certificates Star of the week treat dojo Star of the Day</p> | <p>6) Class teacher phone home 7) Head Teacher phone home</p> | <p>3) Sent in to class teacher/team leader 4) Sent to Head Teacher</p> | <ul style="list-style-type: none"> • Praise • House points <p>Forgetting our Pride Values</p> <ul style="list-style-type: none"> • Verbal reprimand • Dinner time book • See the class teacher • See the Head Teacher |
|---|--|--|---|---|