

Upper Beeding Primary School

# Good Behaviour Policy

January 2017

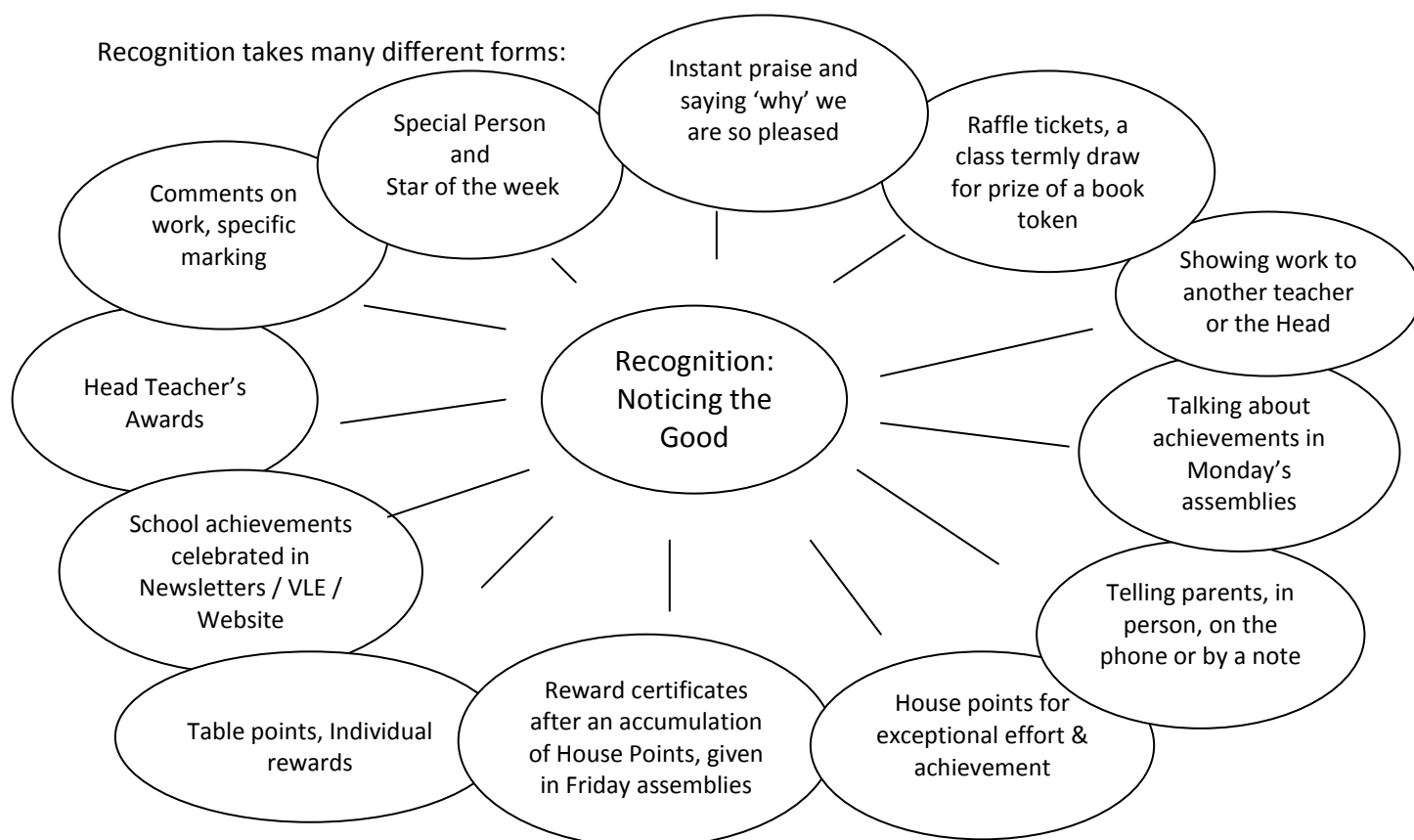
Created by School Council, children and staff.

We believe that everyone gives their best, tries their hardest, and shows the best of themselves when they feel valued and treated with respect. When this happens, everyone feels happy.

Our Good Behaviour Policy is based on positivity, praise and encouragement; we like to 'Notice the Good', and verbalise it. Our definition of 'being good', is anything connected with our School Values and our Key Learning Skills:

Our School Values are:	Our Key Learning Skills are:
<ul style="list-style-type: none"> <li>* Respect</li> <li>* Teamwork</li> <li>* Curiosity</li> <li>* Creativity</li> <li>* Independence</li> <li>* Enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>* Have confidence – 'I can do it!'</li> <li>* Plan and think things through</li> <li>* Be persistent – stick at it, even when it's tough</li> <li>* Be curious – ask questions</li> <li>* Be creative – try things out – problem-solve</li> <li>* Make links with things you already know</li> <li>* Talk and share ideas with your team – then have the confidence to form your own ideas</li> </ul>

Recognition takes many different forms:



# Behaviour Management Principles at Upper Beeding

## Principles behind the way we handle tricky/unwanted behaviours

- Always involve the parents sooner rather than later – don't wait, get their involvement and awareness – class teacher informs them on the day it happens
- If you need to meet the parents, let your KS Assistant Head or the Headteacher know
- Decide on a plan of action as a result of the behaviour which includes both a sanction and a way forward to change the behaviour and tell the parent
- Log incidents and actions in the behaviour section of Pastoral Records on resources/pastoral records/intake year/behaviour
- All incidents which involve danger to self or others go straight to Head or Assistant Head (in Heads absence)
- Refer to list of acceptable and unacceptable behaviour when talking with the children
- Use social stories when appropriate to help illustrate and support behavior understanding
- TAs always inform the class teacher of anything you are concerned about in relation to behaviour you have been dealing with
- If an incident involves hurt or danger to a member of staff, a child running out of class or school and/or exceptional circumstances go straight to the Head; complete and ABC form found in SEN folder on the school intranet.
- Discuss concerns with SENCO, Assistant Heads, colleagues, Head, previous teacher, other professionals to support behaviour strategies

## When talking through an incident:

- Find out from all parties, what happened, asking them separately.
- Jot notes so they can see you are recording what happened
- Date the notes and add to behaviour logs
- Discuss choices and consequences of actions to all children involved and inform colleagues of sanctions and next steps put in place
- Inform the parent of the incident and what has happened consequently

Our school values of respect, independence, curiosity, creativity, enjoyment and collaboration mean that we believe that EVERY child and adult has a right to be treated as a unique and worthwhile individual in their own right, irrespective of ethnicity, attainment, age, disability, gender, faith or background. We treat everyone with respect.

# Anti-Bullying Policy

'Bullying' is defined as persistent, targeted behaviour. It is not a term used lightly. The principles of dealing with it are exactly the same as those listed above. Bullying can be:

**VERBAL** · Name calling, teasing, rumours, threats, manipulating others.

**NONVERBAL** · Leaving people out, ignoring people, following people, making gestures.

**PHYSICAL** · Hitting, being pushed or pulled about, being attacked, having your possessions thrown around or purposely moved, being forced to hand over money or possessions.

**RACIAL** · Deliberately causing offence to someone because of the colour of their skin, their religion, culture or ethnic background.

**CYBER** · Inappropriate use of texting, emailing, Moodle postings, social networking sites. (links to Acceptable User Policy, Computing Policy, E-safety Policy, Cyber Bullying Guidance and WS guidance on e-safety)

- We aim to empower children with the confidence to say when they don't like a behaviour and have the courage to explain why.
- Children are encouraged to tell an adult if persistently uncomfortable behaviour towards them does not stop.
- The aim of all our behaviour management is to help children understand why they may behave in the way they do, and to turn negative behaviour which have unpleasant outcomes, into positive behaviour for all.
- We understand that for some children expressing their distress may be difficult and we will make exceptional provision for monitoring them as well as teaching individual strategies appropriate to their needs.

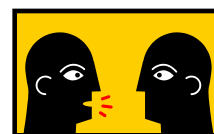
## If someone is doing something you don't like:

1. Tell them to STOP!

2. Tell them why you don't like it.

If they don't stop.....

3. Tell an adult



## Racial equality and Racial harassment (Link to Equality Policy and PSED)

- 'Racial harassment' is defined as any unpleasant behaviour towards an individual, specifically because of their ethnic, cultural or religious background.
- The principles of dealing with it are exactly the same as those listed above.
- We aim to help children in every way possible, see that every person is a dignified and unique individual who deserves the same courtesy and respect as themselves
- Any incidents of racist behaviour will be reported to both the Governing Body of the school and the Local Authority.

# Behaviour Rules

You start EVERY day on a green card.  
A raffle ticket is given for wonderful behaviour.



If you are behaving in a way we have agreed is unacceptable:



## 1) Verbal warning

- you will be asked to stop behaving in a way we have agreed is unacceptable



If you carry on misbehaving in class

- ## 2) Your class teacher will warn you visually, e.g. name on board

If you continue to carry on misbehaving in class

## 3) Yellow card

- You miss 5 minutes of break
- you can carry on playing, but must do so properly



If you carry on misbehaving for the same behaviour:

## 4) Red card = Time Out

Your parents are informed and you miss the next play and some of lunchtime.

If on the playground, you can't play any more



## 5) 2 red cards in one week = Time Out

A meeting is arranged with your parents and the Assistant Head  
You miss the next play, half of lunch to complete an activity

- The amount of time a child is kept in at break or lunchtime is dependent on the age of the child and up to the teacher's discretion.
- Each person has a chance for a fresh start (green card) at the beginning of each day and week, unless the same behaviours happen consistently, in which case your teacher may make a behaviour plan for you with your parents.
- **Some behaviours go straight to a red card – look at our agreed list and you may meet with Mrs Linford straight away, and your parents informed.**

### **A yellow card is given for:**

- Aggressive behaviour
- Being rude / disrespectful
- Talking over the teacher / back chat
- Being deliberately mean / unkind
- Throwing or pushing things
- Refusal to follow instructions
- Using inappropriate language
- Rough play fighting

### **A red card is given for:**

- Persistent, targeted behaviour = bullying
- Stealing (if there is concrete evidence)
- Aggressive physical contact eg:
  - Punching
  - Strangling
  - Hitting
  - Pinching
  - Slapping
  - Kicking
  - Fighting
  - Spitting

## **Classroom Behaviour Rules**

Everyone starts the day afresh on green. There are all sorts of things, praise, rewards you can win in your classroom. Each class is slightly different. Everyone has raffle tickets.

If you are choosing to do the wrong thing, according to our agreed behaviour rules, you will get a warning.  
If you carry on, you will get 'a yellow card' equivalent

If you still carry on you will get a 'red card' equivalent and go into time out.

**Your parents will be informed.**



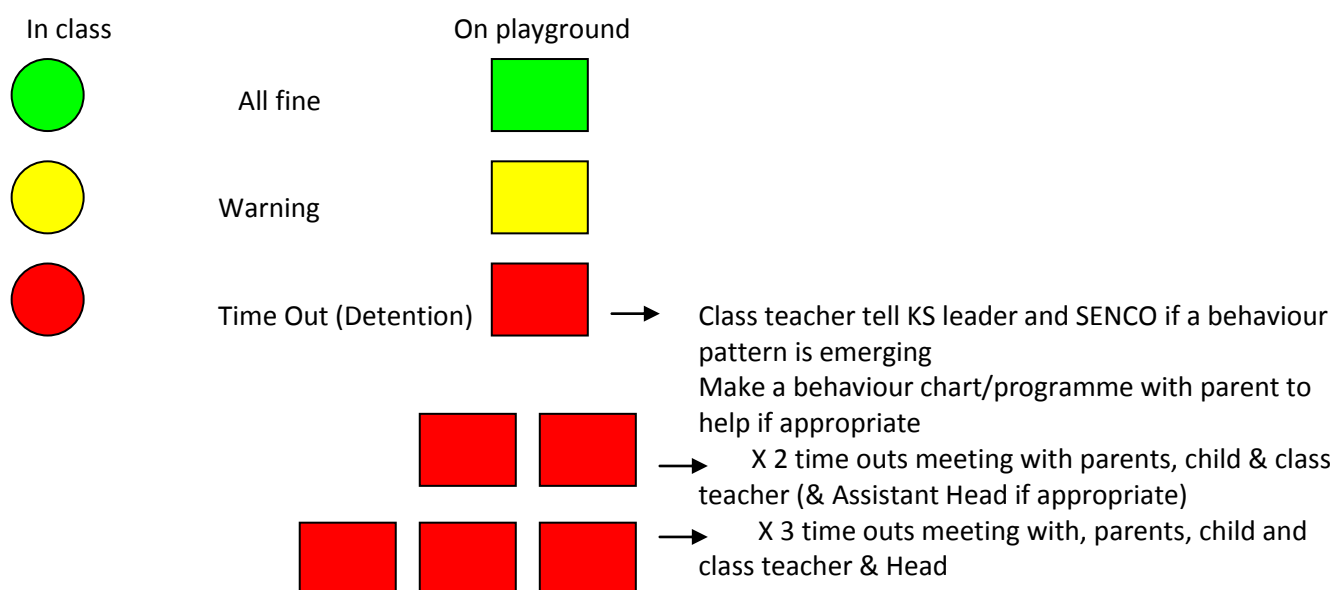
2 time outs (detentions) = a meeting with your parents (and Assistant Head when appropriate)



3 time outs (detentions) = a meeting with your parents and Assistant Head or Head when appropriate

Playground behaviours and classroom behaviours are all part of the same system, and may be adapted to the needs of individuals if required, for example a child with ASC or Speech and Language difficulties.

## Recording Systems for Behaviour



### Each class teacher is responsible for tracking pupil behaviour and recording on Pastoral Records

- Incidents are logged when causing concern and are becoming repetitive. This is a confidential file.
  - Everyone on playground duty must pass on and if necessary record any incidents with clear detail including Date, time, type of behaviour exhibited, action taken. At the end of play give information to the class teacher.
- Class teacher must read, log it, see if it needs immediate action, and follow school guidelines

### Running record summary

- If a red incident happens, it must be entered **on the same day**, by the child's class teacher, in the individual child's Behaviour record in Resources/Pastoral records and / or in the class log to track for trends and triggers.
- The summary must contain:  
Date, time, type of behaviour exhibited, action taken – this is a running record, accessible to the parent
- It is the responsibility of the entire staff to make the class teacher aware of an incident and give them the evidence.**
- It is the responsibility of the class teacher to keep a running record, so that you can see any patterns**
- Classroom and playtime behaviours contribute to the same system.
- The point is, to get the children very quickly to understand what we won't accept, and to involve the parents as quickly as possible

Date	Time	Incident/type of behaviour	Action taken	Initials

### Major incidents

- If something happens beyond normal low level behaviours, inform a member of the leadership team, explain the situation and complete a detailed incident record.

Reviewed, Adopted and Ratified by:

Staff	January 2017
Governing Body	February 2017
Date for Review	January 2019