

Behaviour Policy Bellfield Primary School School Specific Information

APPENDIX A : Our Code of Behaviour

At Bellfield Primary school we believe that:

- Everybody has the right to be heard / listened to
- Everybody has the right to feel safe
- Everybody has the right to learn
- Everybody (adult and pupil) should strive to be the best that they can be

As a well-mannered, considerate and restorative community, which is dedicated to learning and playing together positively, we will:

- Encourage all children to be proud of themselves and their school;
- Encourage good manners and self-discipline in a secure environment;
- Promote respect and tolerance at all levels;
- Build self-esteem in all children through our restorative community;
- Provide opportunities for all children to experience success;
- Encourage interest and motivation through the opportunities provided in different aspects of the school life;
- Encourage a sense of responsibility through our restorative practice;
- Attend to the needs of the whole child (this will look at feel different for every child);
- Provide equal opportunities for all and strive to be a fully inclusive school.

APPENDIX B : REWARDS AND SANCTIONS

REWARDS –

The aim of rewards is to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include:

- Verbal praise
- Stickers and stampers
- Three different certificates at the 'Good Work' assembly – BEAMS, Resilience and Good Work
- Headteachers note or Headteachers certificate
- Text messages home / message on SeeSaw
- Visit to senior leaders for praise
- BEAMS rewards (a termly whole class reward)
- BEAMS stickers at the end of the day
- Dojo points

SANCTIONS –

The aim of the sanctions employed by the school is to balance the system of rewards. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour and may include:

- Missing breaks or part of the lunch hour
- Time out in another classroom
- Exclusion from their own class community (until a restorative circle can take place)
- Participation in a restorative circle with agreed consequences

- Withholding participation in a special event or trip that is not an essential part of the curriculum
- Completing work missed due to behaviour, in own time
- Spending time 'repairing harm' e.g. cleaning up defaced equipment / putting classroom back in order / repairing broken resources

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour and by giving the children choices for their actions, it is possible to take the "heat" out of the situation and make the resultant sanctions the child's choice. This is in accordance with the 'fair processes' adhered to in Restorative Practices. The focus should always be on the behaviour not the child and on the opportunity for the wrong doer to repair any harm done.

Central to any system to control behaviour/work problems is the need to involve parents early. In this way the school and home can be seen to be working together for the overall good of the child and problems can be sorted out quickly and not allowed to become major.

APPENDIX C: INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR

Stage 1

1. First Offence:

If behaviour is identified as disrupting the learning of themselves or their peers, then the teacher will have a quiet word with the child about their actions and how this is effecting themselves and their peers.

2. Second Offence

If the child then chooses to continue to disrupt then the teacher will ask the child to write their name on the board.

3. Third and Final Offence

At this point, the child will be asked to wipe their name off the board and will be told to go to their partner class with a reflection form. The child when entering the class will sit and complete the form which will allow the child time to reflect upon their behaviour and the effect on themselves and others.

Partner Classes are as follows:

Reception- Nursery

Yr 1- Yr2

Yr 3- Yr4

Yr 5- Yr6

The aim should be for the child to spend 5 minutes within their partner class completing the reflection form before being reintegrated into their own class. If the child continues to create a problem both within the partner class or back in their own class then the Phase Leader must be informed.

If a child has been sent to a partner class the class teacher will inform their parents at the end of the day.

Stage 2

Two Reflections forms within a half term and the teacher will ask to speak to your parents. At this stage your parent/s and your teacher may decide to place you on report. If a child is placed on report they must meet with Mrs Clark or Mrs Driver at the end of each day to show their daily progress and discuss the day ahead.

Stage 3

If the behaviour does not improve within a 1 week period then your class teacher will ask to speak to your parents again. This time your phase leader, Mrs Anscombe and Miss Balmer will be asked to attend the meeting and you will be placed on a report.

Stage 4

If the behaviour does not improve after another week then parents, class teacher, Mrs Anscombe, Miss Howard and Miss Balmer will discuss the choices your child has been making. At this stage, your child will be placed on an internal exclusion from your class for 2-5 days. The length of the internal exclusion will be decided at the meeting and this will depend on the severity of the incident/s. You will be made aware that if the behaviour does not improve then your child is at risk of being placed on an alternative school placement for 2-5 days at another HCAT school. Everyone involved will also create a personalised plan to support your child in making the right choice/s. This will be reviewed regularly.

At Stage 3 and 4 consideration will be given to a referral to the HCAT Behaviour panel. This will be discussed with all persons involved and a decision will be made dependent upon the severity of incident/s.

All reflection forms will be uploaded to CPOMs with a brief overview of what has happened.

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- Everybody has the right to feel safe
- Everybody has the right to learn
- Everybody (adult and pupil) should strive to be the best that they can be

We understand that not every child will follow the different behaviour stages however we have put in place individual stages that work for them.