

Beatrix Potter School Behaviour Policy

Article 3

The best interests of the child must be top priority in all things that affect children

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

'The measure of a truly great person is the courtesy with which they treat others.'

The staff and governors of the school expect all pupils at Beatrix Potter to behave in a responsible manner to both themselves and to others, showing consideration, courtesy and respect for other people at all times. We believe in working, as much as possible, on the positive reinforcement of good behaviour.

We work within the framework of a Rights Respecting School in which children consider their rights alongside the rights respecting actions which they need to take to ensure everyone's rights are respected. Our School Charter sets out the expectations we have for pupils and pupils have for themselves.

The School Charter

Rights	Rights Respecting Actions
We have the right to feel safe and happy.	We need to: <ul style="list-style-type: none">• Look after ourselves and others.• Treat others how we would like to be treated.
We have the right to a good education.	We need to: <ul style="list-style-type: none">• Listen.• Concentrate.• Always try our best.
We have the right to have our voices heard.	We need to: <ul style="list-style-type: none">• Make sure we speak at the right time to the right person.• Listen and respect the views of others.• Help to make decisions.
We have the right to have access to a variety of resources that everyone can use.	We need to: <ul style="list-style-type: none">• Look after school property.• Share with each other.

In addition to the School Charter, each class will develop their own Class Charter which will set out the responsibilities for everybody in the class in order to protect the rights of the people in the class.

The School Council and Rights Respecting Schools Focus Group will develop a Dining Hall and Playground Charter which will be updated annually.

We will have a school Rights Respecting calendar which focuses on monthly themes and articles to ensure the whole school understands children's rights.

Our School Rules

We have a set of rules (set out in the 'Parents Guide to School Rules' booklet), which the children, staff, parents and governors are aware of and which enable our school to operate for the benefit of all.

- Good behaviour will always be highlighted.
- Courtesy and good manners are always promoted and encouraged.
- Self-discipline will be fostered.
- Co-operation, partnership and a willingness to share are positively promoted.
- Swearing and bad language are not acceptable.
- Running and playing in corridors is dangerous so all children are expected to move around the school in a quiet and responsible manner.
- The school is committed to a policy of equal opportunity for all therefore we do not accept behaviour or comments against the race, sex or religion of another person.
- We do not tolerate bullying or fighting and any such incidents are dealt with firmly. (Please refer to the School Anti Bullying Policy)
- Games, toys and sweets are not allowed in school unless special circumstances apply. Often a child will bring in a selection of sweets on his/her birthday, which would be regarded as one such circumstance.
- Children should wear the correct school uniform and PE kit and jewellery should not be worn.
- We expect all children to take care of the school building and grounds and to care for their local environment.

Play areas – Playtimes

- At playtimes, we expect all children to remain in the designated play areas where they can be safely supervised by duty staff.
- Balls and play equipment are available at lunchtimes under the guidance of the duty staff. Some equipment, such as the trim trail, will be on a rota.
- Peer Mentor system – Year 5 & 6 supporting Foundation and Key Stage 1 pupils

Positive Behaviour System

The staff at Beatrix Potter recognise that positive encouragement and rewards promote good behaviour in pupils and help to raise self-esteem. The list below makes suggestions about how this can be achieved but staff should feel free to use strategies and rewards which are appropriate to the age of the children and with which they feel comfortable:

- Praise good behaviour.
- Good Behaviour Assemblies.
- Certificates
- Deputy Head Teacher's Award – Rights Respecting
- Head Teacher's Award.
- Sending children to other teachers to acknowledge their achievement.
- Special chair in Circle Time.
- Golden Time.

Expectations of all staff in implementing our positive behaviour systems

In order for good behaviour to be achieved in our school, it is essential that all members of staff:

- Provide good role models by cooperating and supporting each other and treating one another and the pupils with respect, courtesy and consideration.
- Recognise the positive contributions of all pupils – giving praise for good behaviour or any improvement in behaviour.
- Apply rewards and sanctions fairly and consistently.

- Speak calmly to pupils, reminding them of the school rules and why we have them.
- Listen to all sides when trying to resolve disagreements.
- Are alert to bullying and racial harassment and try to avert trouble before it escalates.
- Encourage pupils to seek help when they need it and to report any unacceptable behaviour.
- Ensure they collect pupils from playtimes and assemblies promptly.
- Work to create a well-cared for environment and a positive atmosphere throughout the school.
- Accept the responsibility for maintaining good behaviour throughout the school.
- Adhere to the code of conduct set out in the Safe Guarding Policy.

Sanctions

The list below suggests the sanctions that can be used by teachers. However, they should feel free to use those which are appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Verbal warning.
- Separation from those with whom they are behaving inappropriately.
- Taken aside and spoken to quietly by a member of staff to discuss what has happened and talk about the consequences of their actions.
- Finish their work in their own time.
- Loss of Golden Time.
- Asked to leave the classroom for a few minutes.
- Miss part of a playtime or lunchtime.
- Work in another classroom for a limited period.
- Rectify and make good any damage they have caused.
- Sent to Key Stage Co-ordinator; Sent to Deputy Head Teacher; Sent to the Head Teacher.
- Inform parents at the end of the day.
- A letter sent home.
- A meeting with the parents, involving the SENCO and/or Head Teacher if appropriate.
- Temporary and permanent exclusion as a last resort.
- Standard letters will also be sent home to alert parents when children are not in the correct school uniform or when they have forgotten their PE kit.

It is acknowledged that specialist teachers and those covering PPA may need to use rewards and sanctions with an immediate effect and this would be discussed with the class teacher. It is advisable for teachers to keep a record of any incident of serious behaviour or persistent breaking of the school rules and the sanctions applied so that the pupil's behaviour can be monitored over time.

Lunchtime Behaviour

The list below suggests sanctions that can be used by lunchtime staff. As many issues arising from lunchtimes can carry on into the afternoon, it is important that teachers are kept informed. If the behaviour has been dealt with, the teacher will not punish the child again but they would just remain aware.

- Verbal warning.
- Time out (5 min max).
- Pupil is sent inside.
- Another pupil is sent to get the class teacher should a child need to be removed from the playground. If the class teacher is not available, then Key Stage Co-ordinator; DHT; Head Teacher; Head Teacher in that order should be sent for.

- Miss the next lunch break (Key Stage Two).
- Miss their ball day if they have disrupted someone else's game.
- Requesting that a child goes home for lunch as a last resort.

Recording of Incidents

Serious incidents will be reported to the Deputy Head Teacher/Head teacher and they will be recorded on the SIMS network.

Each class will use a behaviour book stored accessibly in the classroom for all members of staff and kept up to date. The book monitors incidents and any sanctions given. It acts as a record to refer to in communication with parents. Behaviour books are monitored by the Key Stage Co-ordinator and SENCo to target any necessary intervention.

Other incidents will be recorded using the Behaviour Incident Report (Please see appendix) on the p-drive. This allows less serious incidents to be monitored over time because repetition, a pattern or escalation could lead to evidence of a behaviour problem of a more serious nature. Forms are passed on to the appropriate Key stage Co-ordinator and escalated to the DHT/Head as required.

Pupil Voice Councils

Beatrix Potter School has a School Council and a Learning Council. These provide a forum for the children to have an influence over many aspects of school life. Each class votes for a male and female representative and their term of office is one year. All the pupils in the school can air their views via their class representatives or by using the School Council suggestion box.

All classes from Years 2-6 are also represented on the following:

Rights Respecting Council
Peer Mentors
Anti-Bullying Ambassadors
Travel Ambassadors
Sports Ambassadors

Reviewed September 2017

Approved by Governors Curriculum Committee – October 2018

Next review date - September 2019 or later

Appendix 1 Rights Respecting Think Sheet



Name:	Date:
	Class:
Staff who spoke to you:	Location (where it happened):

STOP!

What have I done wrong?

Think!

What should I have done?

DO!

What will I do differently next time?



Appendix 2

Behaviour Incident Report

Behaviour Incident Report			
Pupil(s):		Date:	
Reported By:		Time:	
Location:			
Incident :		First Steps of Action:	
tick as applicable		tick as applicable	
<input type="checkbox"/>	Rude/disrespectful to adult	<input type="checkbox"/>	Time out in playground
<input type="checkbox"/>	Rude/unkind/threatening to another child	<input type="checkbox"/>	Speak to class teacher
<input type="checkbox"/>	Disrupting others/not getting on with learning	<input type="checkbox"/>	Sent to Key Stage Co-ordinator
<input type="checkbox"/>	Damaging property	<input type="checkbox"/>	Sent to DHT/HT
<input type="checkbox"/>	Covering up the truth	Follow up Action on advice from KS1 or KS2 Co-ordinator	
<input type="checkbox"/>	Ignoring instruction/breaking safety rules	Class teacher to speak to parents after school	<input type="checkbox"/>
<input type="checkbox"/>	Ongoing disruptive behaviour	Class teacher to telephone home	<input type="checkbox"/>
<input type="checkbox"/>	Hurting another child physically/fighting		
<input type="checkbox"/>	Racist incident		
Rights Respecting Think Sheet completed		YES	No
		Rights Respecting Think Sheet attached	

Appendix 3

Early Years staff begin modelling good behaviour through talking through actions as they occur and encouraging children to apologise and understand how to be kind to one another.

In Key Stage 1 the visual prompt to support good behaviour is the traffic light poster – Good to be Green.

The Beatrix Potter Classroom behaviour chart is displayed in Key Stage 2 classrooms as a visual reminder for children and staff of our behaviour policy expectations.

 Beatrix Potter Primary school Rights Respecting Classroom Behaviour Chart 		
Well done for following our School Charter!		Keep it up and you may get merit or Dojo points
1	Fidgeting/fiddling Talking out of turn/disrupting others' learning Unfriendly to others	Well done to children making good behaviour choices Verbal warning and reminder Time out in class - steps Name on board - warning then 1x 5 minutes missed at playtime 2x 10 minutes missed at playtime 3 x 15 minutes missed at playtime
2	Repeat behaviour from 1 Hurting others physically Misuse/damage to school property	Time out in a different class 2 nd Time out to Key Stage 2 Co-ordinator's class and complete Rights Respecting Think Sheet
3	Disrespect or rudeness to an adult to/from a time out Serious damage to school property Swearing at a child/adult Fighting Injuring another child/adult Racist/inappropriate language Unsafe behaviour to self/others	Sent to Deputy Head Teacher and then Head Teacher Exclusion from class/playground/dining hall Depending on seriousness or repeat - possible fixed term exclusion from school

Appendix 4

A small minority of pupils may need an individual behaviour report card to enable them to make rights respecting behaviour choices.

Beatrix Potter Primary School In-Class Rights Respecting PUPIL BEHAVIOUR SELF-ASSESSMENT

					
	I did my very best today!	I really did well!	Getting better!	I need to watch this!	...watch me improve tomorrow!
I got all my copies / books and pencils ready once I was told and I did my work without teacher					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

+

					
	I did my very best today!	I really did well!	Getting better!	I need to watch this!	...watch me improve tomorrow!
I behaved well in the yard and in the line.					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

					
	I did my very best today!	I really did well!	Getting better!	I need to watch this!	...watch me improve tomorrow!
I listened to the other children in my group and waited my turn.					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Pupil Name: