

Whole School Policy on Behaviour for Learning

Mission Statement

Bowsland Green School seeks to ensure that all pupils receive an education which maximises opportunities for each child to realise his/her full potential. Physical, emotional or verbal abuse will therefore not be tolerated.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community feels respected and secure. All school staff will work with pupils and their families to ensure that there is clear understanding that behaviour has an impact on optimal learning, both for individual children and those around them, and that responsibility must be taken for actions.

The school will establish an effective system of rewards and sanctions which acknowledges the efforts of children to behave and learn well, encourages improvement in behaviour when optimal learning is at risk and will challenge the perceptions of those pupils and parents who give low priority to behaviour for learning.

To meet our objectives Bowsland Green School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

Aims

- 1. To improve the behaviour for learning of pupils at school we will**
 - Apply whole school behaviour for learning policy consistently
 - Establish and maintain a high profile for behaviour for learning
 - Relate behaviour issues directly to the school's values and ethos
 - Monitor progress in behaviour measurable outcomes

- 2. To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors we will**
 - Appoint a member of the Senior Leadership Team to lead improvement work and monitor progress -currently it is Miss Fairweather
 - Ask children to create and sign up to class rules at the beginning of the academic year which are directly related to the school's Golden Rules and then shared in a whole school assembly
 - Send a copy of the behaviour policy home at the beginning of each academic year
 - Use the school prospectus to promote our behaviour for learning procedures
 - Keep the whole school community informed of behaviour issues in termly newsletter items
 - Keep Governors up to date through regular feedback from the Headteacher

- 3. To develop a framework which defines expected behaviour for learning and promotes consistency in applying rewards and sanctions we will**
 - Have clear 'Golden Rules' that are displayed throughout the school, which are:
 - Be kind, considerate and polite
 - Everyone listens to each other
 - Respect each other and each others property
 - Be responsible for your own actions and decisions
 - Be truthful
 - Have clear and agreed sanctions and rewards with the use of the 'Good to be Green' system by all staff. A behaviour chart is displayed in each classroom with children's names (KS2) or photograph (KS1 and Reception) placed at the start of the day on 'Green'. Breaking any of the Golden Rules that results in disruption to learning either for an individual or others around him/her will result in the following consequences:
 - For Reception and KS1 (5 Steps)
 - Remind child of the rule
 - Move to another part of class or area for thinking time
 - Loss of play time
 - Move to another class or Key Stage
 - Refer child to Headteacher with referral form which will be kept in behaviour log. Letter home at Headteacher's discretion.



For KS2 (3 Steps)

- Reminder that rule has been broken (yellow card)
- Moved to another class for 10 minutes thinking time (red card)
- Refer child to Headteacher with referral form which will be kept in behaviour log. Letter home at Headteacher's discretion (2nd red card)



Children's photos/names will be moved onto the next step of the chart when a sanction is given.

- Rewards are as follows:
 - Verbal praise
 - Stickers and merit certificates for Reception and KS1
 - 'Bowsland Bucks' for KS2- saved up to buy merchandise from the Buck Shop
 - Golden leaves and star awards given in celebration assembly each week
 - House points for all ages with extra play on Friday for winning 'house of the week'
 - Privilege card awarded each day in every class for exemplary behaviour- choice of reward from list displayed in class e.g. walking Megan, extra play
 - Golden Time- linked to 'Good to be Green'. Each child who remains on 'green' all week automatically has golden time awarded -20 minutes activity free choice on Fridays. (Those children who have incurred sanctions during the week will lose some or all of Golden Time)

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in immediate referral to the Headteacher who will assess the level of severity of the situation and the sanction required, which could include a fixed-term exclusion.

4. To provide support, advice and guidance to pupils and parents we will

- As a whole staff act as positive role models for behaviour for learning
- Highlight behaviour in:
 - Assemblies
 - Newsletters
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
 - A termly Headteacher assembly focused on one of the Golden Rules where children are encouraged to 'tell a good tale' about when they or others have used the rule successfully. A class assembly will then be held to follow-up the rule
 - Lessons- in PSMHE through the use of the SEAL programme, circle times and 'Good to be Green' discussions
 - Staff being available to talk to pupils
- Offer 1-1 support and/or behaviour contracts for those children who regularly move off the 'Good to be Green' chart and who are deemed to be putting their learning seriously 'at risk'
- Involve parents from the earliest stage
- Seek to understand personal behaviour and emotional issues when communicating with parents

5. To provide consistent information for individual parents about behaviour that needs improvement we will

- Identify patterns of negative behaviour that are affecting learning
- Encourage parents into school to discuss the support we can offer
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through home/school diary or letter
- Share information about Behaviour Support involvement if negative behaviour persists
- Refer to the Behaviour Support service for strategy advice and support

Policy adopted: March 2008

Policy review: March 2010