



# Benhurst Primary School Policy Statement

*'Only my best is good enough for me'*



|                            |                       |
|----------------------------|-----------------------|
| <b>Policy</b>              | <b>Behaviour</b>      |
| <b>Implementation Date</b> | <b>September 2018</b> |
| <b>Review Date</b>         | <b>September 2020</b> |

At Benhurst Primary School we expect every child to demonstrate high standards of behaviour at all times.

## Why is good behaviour important?

Good behaviour is paramount to a good education. Clear expectations and agreed boundaries enable children to learn more readily. As a staff we promote good behaviour by ensuring our high expectations are applied consistently across the school.

## Aims

- To ensure all members of the school community can learn and work together in a safe, happy and secure environment.
- To teach the values, attitudes, knowledge and skills needed to empower children to behave properly, develop self-discipline and become positive, responsible and independent members of the community.
- To reward good behaviour and good work to provide encouragement and motivation for all pupils.
- To treat all children fairly and with respect, always displaying and our Core Values and following our Golden Rules in a consistent way.
- To provide parents with regular updates about their child's behaviour.

## Benhurst Primary School's Core Values

For our school to maximise its true potential and continue to flourish, all members of the school community must share a common set of beliefs and values. At Benhurst, we have defined the Core Values which underpin our thoughts and actions.

### Wisdom

At Benhurst, we make good choices. We wait for negative emotions like anger, fear or resentment to pass before taking action, wherever we are. We consider the thoughts of others as well as our own. We approach each day with an open mind and a readiness to learn.

### Justice

At Benhurst, we treat others as we would like to be treated. We are truthful and honest in all we do. We show self-discipline in the face of our desires and are concerned with the well-being of others.

### Courage

At Benhurst, we are brave when faced with a challenge and persevere when things are tough. We are not reckless but willing to take necessary risks when fear, embarrassment or the opinion of others might otherwise discourage us from doing what is right and proper.

### Compassion

At Benhurst, we help those who need help, not just our friends. We are forgiving of others who have made poor choices and show care and concern for all. We put others before ourselves and show kindness in all we do.

### Belief

At Benhurst, we believe in everyone. We know that hard work and good intentions make a difference. We look to the future with positivity and high expectations and work hard to achieve our dreams and ambitions.

### Respect

At Benhurst, we are kind and polite to everyone. We are tolerant of people of all faiths, cultures and backgrounds and honour the achievements and qualities of others.

### Responsibility

At Benhurst, we keep our word. We take care of our work, always conduct ourselves responsibly and follow the Golden Rules, both in and out of school. We accept our failures and mistakes without excuses and with a willingness to improve and persevere.

### Examples of how we will share our Core Values

- Our actions. These values apply to everyone and we lead by example.
- Language. These words permeate everyday school life.
- Planning and Marking. Where possible, we make reference to our values in lessons and when marking books.
- Displays. Classrooms have a dedicated display to the Core Values. A permanent display in the hall has also been commissioned.
- Assemblies. Assemblies are specifically linked to a value to help the children clearly understand their true meaning and why they are important. Following this, we will take the opportunity to refer to any Core Values during every assembly.
- Sunshine Badges. These are awarded in Celebration Assembly and are linked to a Core Value and explained as such when being awarded.
- Values stickers. These are awarded by staff to children who have positively exhibited a Core Value.
- Communication. Letters to parents, the school website and Twitter raise awareness and promote our Core Values.
- KS2 YouTube videos. This term, KS2 classes will create a short video that explain a Core Value. These will be uploaded to the school YouTube account which can be accessed via the school website. Creating these videos will give the children a greater understanding of our values and will be a useful resource to our teachers and children in years to come.

Our values are clear, simple to understand and will support our children in their development both inside and outside the classroom. Benhurst prides itself not only in providing an excellent education for its pupils but in developing young people into well rounded individuals who make positive contributions to the society in which they live.

### **Benhurst Primary School's Golden Rules**

All children and staff adhere to Benhurst Primary School's Golden Rules. They are displayed in every classroom and in other prominent places around the school.

1. Treat others with respect
2. Keep your hands and feet to yourself
3. Always speak and listen appropriately
4. Use school equipment correctly
5. Always do your best because *'Only my best is good enough for me'*

### **"Traffic Light" System**

In each classroom the children's names are displayed on a "traffic light". The colours on the traffic light start with red at the bottom, and move up to orange, green, silver and then gold. The children's names begin on the green section each morning and their names are moved up or down according to their behaviour throughout the day; this includes their attitude towards learning, effort and achievement relative to their ability. If a child's name reaches gold or remains on red at the end of the day, a phone call home is made by the teacher. SLT are informed where necessary.

### **Rewards**

At Benhurst, the staff promote positive discipline by commending good behaviour and making an example of this. The following strategies are used:

- Every Friday one child from each class is nominated by their teacher to receive a Sunshine Badge. The badge is presented by the Head Teacher during Celebration Assembly outlining the reasons why, for example: excellent piece of extended writing, homework to a particularly high standard etc.
- Staff reward children with stickers to celebrate and promote good work and good behaviour. Children collect their stickers in a sticker book and receive a certificate in Celebration Assembly each time they complete their sticker book.
- Trustworthy, sensible and reliable children may be chosen for specific monitors jobs in the classroom are chosen to be monitors, librarians, helpers etc.
- Verbal praise is given to individual children, groups or whole classes whenever appropriate. This is combined with "high-fives" and handshakes where appropriate.
- Certificates are awarded at the end of each term to celebrate children's academic, sporting or social achievements.
- Team Points are awarded by staff up to a maximum of 2 points at any one time. These may be awarded for good manners, positive behaviour, improvement, effort, helpfulness and acts of friendship and kindness. Weekly Team Points are collated and the winning team is announced during Celebration Assembly. The winning team receives the Team Trophy for the week.
- At lunchtime, children who behave well may be rewarded with a sticker from the MDAs; these can be added to the child's sticker book.
- As and when appropriate, teachers phone children's parents to inform them of good work or good behaviour.

## Consequences

| Level | Examples of Behaviour   | Consequences  |   |
|-------|---|---|---|
|       |   | In the classroom  | At playtime/lunchtime/after school  |
| 1     | <ul style="list-style-type: none"> <li>• Chatting</li> <li>• Fidgeting</li> <li>• Not listening</li> <li>• Making inappropriate noises</li> <li>• Talking when not appropriate</li> <li>• Not on task</li> <li>• Aimlessly wandering</li> <li>• General low level disruption</li> </ul>   | <ul style="list-style-type: none"> <li>• Warning look</li> <li>• Verbal warning</li> </ul>  | <ul style="list-style-type: none"> <li>• N/A</li> </ul>   |
| 2     | <ul style="list-style-type: none"> <li>• Repeated Level 1 behaviour</li> <li>• Petty name-calling</li> </ul>  | <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Child's name may be moved on "traffic light"</li> </ul>  | <ul style="list-style-type: none"> <li>• Child may be spoken to at the end of the lesson (at the teachers' discretion)</li> </ul>   |
| 3     | <ul style="list-style-type: none"> <li>• Repeated Level 2 behaviour</li> </ul>  | <ul style="list-style-type: none"> <li>• Child's name may be moved on "traffic light"</li> <li>• Child may be moved within classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Child will be spoken to at the end of the lesson</li> </ul>  |
| 4     | <ul style="list-style-type: none"> <li>• Hurtful name-calling</li> <li>• Failing to do as asked</li> <li>• Moving around the school or classroom inappropriately</li> <li>• Being deliberately uncooperative</li> <li>• Throwing small items such as rubbers, pencils</li> <li>• Inappropriate use of school equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Child's name is moved on "traffic light"</li> <li>• Child may be removed from classroom and sent to work in AHT's classroom. Class teacher to inform parents of this.</li> </ul>   |   |
| 5     | <ul style="list-style-type: none"> <li>• Repeated Level 4 behaviour</li> <li>• Physical or verbal aggressive behaviour e.g. hitting, kicking, swearing, pushing, pinching, spitting and biting</li> <li>• Offensive graffiti</li> </ul>   | <ul style="list-style-type: none"> <li>• Child's name is moved on "traffic light"</li> <li>• Child to remain in isolation at the discretion of the teacher for the rest of the lesson</li> <li>• Incident recorded and filed at the teacher's discretion</li> <li>• Behaviour sticker chart may be considered by teacher</li> <li>• Teacher informs parents of incident. SLT involved where necessary.</li> </ul> |   |
| 6     | <ul style="list-style-type: none"> <li>• Repeated level 5 behaviour</li> <li>• Deliberate racist or homophobic remarks</li> </ul>   | <ul style="list-style-type: none"> <li>• Child's name is moved on "traffic light" to red.</li> <li>• Possible internal exclusion</li> </ul>   | <ul style="list-style-type: none"> <li>• HT/DHT/AHT to meet with parents</li> <li>• Note added to the child's file</li> <li>• Possible removal of privileges, e.g. trips, clubs</li> <li>• Racist incidents reported to LEA and Governing Body</li> </ul> |
| 7     | <ul style="list-style-type: none"> <li>• Repeated level 6 behaviour</li> <li>• Behaviour that puts themselves, other children or adults in danger deliberately or maliciously.</li> </ul>   | <ul style="list-style-type: none"> <li>• Fixed term exclusion initiated by HT</li> </ul>  | <ul style="list-style-type: none"> <li>• Fixed term exclusion initiated by HT</li> <li>• HT to meet with parents</li> <li>• Note added to the child's file</li> <li>• Exclusions reported to LEA and Governing Body</li> </ul>                            |

### **Accompanying notes**

- All staff discourage retaliation regardless of circumstances.
- Children are encouraged to report to a member of staff when an incident occurs as a matter of urgency
- The Head teacher, Deputy Head teacher and Assistant Head teachers are kept informed of all behaviour issues as necessary.

### **In the classroom - all staff expect their pupils to:**

- Be responsible for their own belongings.
- Have respect for school equipment.
- Be polite in their communication with others using good manners and common courtesy.
- Be kind and considerate to their peers, supporting and praising each other where necessary.
- Carry out activities within an acceptable level of noise appropriate to the task.
- When appropriate, raise their hand before asking or answering a question.
- Wait without interrupting a teacher's conversation with an adult or pupil before asking their question.
- Ask permission before leaving the classroom.
- Always refer to adults using their formal name.

These expectations can take the form of class rules which can be developed by each teacher in discussion with the class in September.

### **In assemblies**

At Benhurst, much importance is placed on the role of assemblies and collective worship. In assemblies all staff expect children to:

- Enter the hall quietly.
- Remain quiet and listen to the music whilst waiting for assembly to begin.
- Listen without talking during the assembly and remain facing the correct way.
- Raise their hand if they wish to answer a question.
- Show thought and respect to prayers and religious stories.
- Leave the hall quietly and in an orderly fashion at the end of assembly.

### **Moving around the school building**

At Benhurst, we expect everyone to show respect and consideration for others and the school environment.

- We walk around the school in an orderly and quiet fashion on the left hand side of the corridor.
- We display good manners and common courtesy, for example, holding doors open and using polite and pleasant greetings to one another.
- Children only enter the building during lunchtime or playtime if it is absolutely necessary e.g. to use the toilet
- Children always ask permission to enter the school building.
- Everyone takes pride in their school by picking up items and returning them to their correct place (including litter).

### **During Lunchtimes**

At Benhurst, it is the Mid-day Assistants (MDAs) who are responsible for supervising and maintaining high standards of discipline during lunchtimes. They liaise closely with the Head teacher and Deputy Head teacher at lunchtime regarding any behaviour issues.

All staff expect the following standard of behaviour at lunchtime:

- Children having school dinners should, when called for lunch, line up at their designated point and stand quietly and calmly, to be greeted by their lunchtime supervisor.
- Children must move quietly and in an orderly manner around the school.
- Noise must be kept at an acceptable level in the dining hall during the mealtimes.
- Children must show good table manners when eating their lunch.
- Children must follow the MDA's instructions straight away.
- Children must show respect to all others and play fairly during lunchtimes.
- Children should not re-enter the school building without permission and should not stay in the classroom without the presence of an adult.
- Teachers are able to issue lunch passes to children helping at lunchtime.

### **Visits, Trips and other Sporting and Extra Curricular Events off site**

We expect the same high standards of behaviour when children and staff are representing the school off site.

### **Contact Points for Parents**

If parents have a concern about their own or another child's behaviour, they should refer their concerns to their child's class teacher as the first point of contact. Should the issue require further attention; the class teacher will refer it on to a member of the Senior Leadership Team as appropriate.