



# Benson Community School

*There are no limits to what you can achieve*



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## Behaviour Policy

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### Our Mission Statement

**‘There are no limits to what you can achieve’**

(The term ‘Parents’ refers to parents and carers)

#### Our School Aim:

**At Benson Community School we aim to ‘Influence children’s moral development, teach right from wrong and foster a sense of personal responsibility and self discipline.’**

**Good behaviour is central to all we do in our school, high standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school’s life. We work to create a positive learning environment within the school, that ensures our approach to pastoral care and discipline is consistent, and understood by all the school staff, pupils and parents.**

**All members of staff will set high standards and pupils given clear guidance on what is expected of them. All children will know the ‘School Expectations’ and these will underpin and reinforce expected behaviour. We will work in partnership with parents/carers to ensure that the school’s values become central to the lives of our pupils. The Home and School Agreement will promote this policy.**

#### Our Behaviour Policy is based on these expectations:

- **We always follow adult’s instructions.**
- **We always treat others as we would like to be treated.**
- **We listen to others when they are speaking.**
- **We move around the school sensibly and safely.**
- **We are honest and tell the truth.**
- **We look after our school and respect all property.**
- **We are kind and do not hurt others or their feelings.**
- **We ALWAYS do our best.**

### A Whole School Behaviour Policy

**It is important that all adults have a clear understanding of the policy and that it is implemented consistently across the school. This Behaviour Policy has been developed within a framework of positive behaviour management. In every classroom and around school the Behaviour Expectations and Behaviour Plan are displayed so that they can be easily referred to.**

(Please see appendices A and B)



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## Our School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.
- Build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.

## Strategies:

### We will ensure that:

- There is a collective responsibility for behaviour management in the school.
- All staff will follow the Behaviour Policy within their phase and adhere to all the procedures in place for dealing with behaviour management.
- The School Expectations will be promoted at all times by all staff.
- All pupils will know the Behaviour Expectations and Behaviour Plan.
- Children will be taught to be polite, respectful, well-mannered, tolerant and well behaved.
- Rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
- Each member of staff is accountable for the good behaviour of the children in their care and around school.
- Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with a member of the Pastoral Team who will agree on an appropriate strategy of help and support.
- The SLT in conjunction with the Pastoral Team will involve parents at an early stage where a pupil is experiencing problems with behaviour.



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- When there is a serious problem with a pupil's behaviour the SLT will where appropriate involve outside agencies.
- In extreme cases, a pupil's poor behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Head teacher in accordance with the Local Authority guidelines.
- Parents are regularly told of good behaviour.
- Parents are informed and consulted when their child's behaviour causes concern.
- Sanctions and rewards are administered fairly and consistently.

Good behaviour is promoted through our Personal, Social, Health Education (PSHE) curriculum and SEAL (Social Emotional Aspects of Learning) curriculum, which develops the emotional health of our pupils.

## The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives and success criteria, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with



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others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

## School Expectations

Our Expectations make clear to the children how they can achieve acceptable standards of behaviour.

- They need to be positively stated; they tell the children what to do rather than what not to do;
- They actively encourage everyone involved to take part in their development;
- They have a clear rationale that needs to be made explicit to all;
- They need to be consistently applied and enforced;
- They promote the idea that every member of the school has responsibilities towards the whole.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Recognition of the following rewards are presented in the classroom, around school and publicly during assembly:-

- Team Points
- Citizenship Certificates and badges (Benson Bees)
- End of Term Rewards Assembly where the winning team is celebrated
- End of Year Rewards Assembly where the winning team with the most team points collectively chooses a whole team trip off site.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where



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respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment. (Referring at all times to the School Behaviour Expectations and the agreed school/class behaviour policy).
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
  
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through the Behaviour Expectations and Behaviour Plan.

It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent using the Behaviour Expectations and Behaviour Plan alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Other strategies for dealing with persistent poor behaviour include a Behaviour Target card which is a daily working document between school and home. The targets on this card will be agreed with parents through an initial meeting with the Pastoral Team or an Assistant Head Teacher. They may also be given targets on an IEB Plan and they may work with the Pastoral Manager for a set amount of time. Additional specialist help and advice may be sought from the Behaviour Support Service and Educational Psychologist. This possibility should be discussed with the designated member of staff responsible for Behaviour Management and Inclusion Manager.

## Strategies:

- Always refer to the Behaviour Expectations
- Follow the Behaviour Plan
- Complete a Dinnertime Reflection Sheet
- Seek advice/support from SMT/Pastoral Team
- Complete Target cards/IBPs in accordance with guidelines from SMT.
- An initial and follow up meeting with parents must take place for any child placed on a Target card.



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## Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher/member of the SMT so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## Special Educational Needs

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we follow the LA's Code of Practice. We receive support from outside agencies, e.g. Behaviour Support Service (BSS) and an Educational Psychologist and when appropriate.

## Race Equality and Equal Opportunities

We believe that it is important to prepare our children for life as citizens in a multi ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with in accordance with our Racism Policy.

## Outcomes

This policy will promote the excellent ethos of our school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's vision, aims and behaviour expectations.

## PARENTS/CARERS



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## **Remember to...**

- **Remind your child about the School Behaviour Expectations.**
- **Come and talk to us if you have any concerns about your child's behaviour.**
- **Always focus on the positive not the negative when dealing with behaviour issues.**



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## Appendices A

### EYFS

1. You will be given two warnings.
2. On the third warning you will be moved to another area within the classroom.
3. Your Year Group Leader will be sent for. Your class teacher will speak to your parent/carer at the end of the day about your behaviour.
4. For continued or serious bad behaviour the Acting Head Teacher will speak to you and phone your parents.
5. If your behaviour does not improve a formal meeting with the Deputy Head/ Assistant Head teacher and your parents will be arranged. During this meeting a strategy will be devised to support your behaviour management.

## Appendices B

### MIDDLE AND UPPER PHASE

1. The teacher will reinforce the agreed classroom steps to manage your behaviour.
2. You will be expected to say sorry for your inappropriate behaviour and then return to your learning.
3. You will be moved to another part of the classroom for time out.
4. The Pastoral Team will be sent for to get you back on track for learning. They will decide whether or not to include the Year Group Leader or if a phone call home is necessary.
5. You will be sent to your Assistant Head teacher who may put you into Friday Lunchtime Reflection and ask your parents to meet to devise strategies to support your behaviour.
6. You will be sent to the Deputy Head teacher.
7. You will be sent to the Head teacher.