



## Behaviour Management Policy

We believe that behaviour management does not exist alone and this policy is supported by both of our PSHE and Anti-bullying policies.

### Policy Statement

“...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members.”

Jenny Mosley

### Key Principles

1. Everyone has the right
  - to feel safe, healthy and happy
  - to be treated with respect, dignity and equality
  - to learn or to teach, or to do their job

In the BESG, everyone has a responsibility to uphold these rights.

2. Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. ‘Positive activity’ covers not only quality of work, but also effort, attitude and behaviour. Children who contribute positively to the learning environment are entitled to Golden Time (see below). The BESG Behaviour Plan has been drafted based on the ethos and practice promoted by various sources including, Jenny Mosley’s publications on behaviour management.
3. Positive behaviour is linked to following the Golden Rules that govern all behaviour. The Golden Rules represent a code of conduct, indicating how to behave for the common good. These Golden Rules (see below) governing how people behave apply as much to adults, including all staff in the school, as to the children themselves. There are additional Playground and Lunchtime Rules that are slight variations on the Golden Rules.

### Golden Rules: a whole school approach

#### Golden Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

We don’t hurt others.

We don’t hurt anybody’s feelings

We don’t interrupt.

We don’t cover up the truth.

We don’t waste our own or others’ time.

We don’t waste or damage things

### **Playground Golden Rules**

We are gentle

We are kind and helpful

We play well with others

We care for the playground

We listen

We are honest

We don't hurt others

We don't hurt anybody's feelings

We don't spoil others' games

We don't damage or spoil anything

We don't interrupt

We don't cover up the truth

### **Lunchtime Rules**

We line up quietly

We finish what we are eating before we speak

We put our rubbish away

We talk quietly to the people next to us

We walk in the dining hall

We remember to say 'please' and 'thank you'

We put our hands up to ask to leave the hall

## **Golden Time: the underlying principles**

Golden Time is a privilege that is available to all children if they adhere to the Golden Rules. Golden Time is a fixed amount of time in KS2 and Yr 7 (30 minutes), and may be up to two hours in KS1 set aside each week during which children may undertake individual, paired or group activities of their own choosing.

- Activities on offer during Golden Time are negotiable between teachers and children. Children may sign up for their chosen activity prior to Golden Time.
- Unsatisfactory behaviour can lead to a child losing some of his/her Golden Time. Children who have lost Golden Time lose it at the start of Golden Time. They are required to sit and be silent, whilst watching a sand timer 'countdown' their lost time. When they have completed their sanction they join the activity that they signed up for.
- No child forfeits Golden Time without first being warned that he/she is at risk of doing so. Only in exceptional circumstances is Golden Time lost without prior warning. A record is kept, and displayed, of all Golden Time lost by individuals.
- Children who regularly lose Golden Time will have a letter sent home detailing which of the Golden Rules have been broken.
- **Golden Good News Book**  
In KS1 children who exhibit positive behaviour are rewarded by all staff by recording the behaviour in the "Golden Good News Book".
- Children with improved or outstanding work are sent to other teachers and/or Deputy Head to share.

- Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished. Children, who find it difficult to adhere to the Golden Rules, and frequently lose Golden Time, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and their teacher.

### **Circle Time: the underlying principles**

- Circle Time offers opportunities for positive communal activity.
- Circle Time offers time for discussion and reflection.
- Everyone in the circle is equally important. Circles have no top, no bottom, no head and no tail. Circles do not create superior or inferior places to sit, nor do they signal that some people are ‘leaders’ and ‘important’ whilst other people are ‘followers’ and ‘unimportant’. Without each person there, the circle is incomplete – everyone is in a position to make an equally valuable contribution to the success of the circle.
- The teacher is a part of the circle, and not the centre of it. If children are seated then the teacher must use the same chair. If the children are on the carpet then the teacher must sit there also.
- Initial Circle Time sessions can focus on the drawing up of Golden Rules for behaviour both within and outside the circle.
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- Circle Time is a time not only for talking, but also for listening and respecting other people’s rights to speak up and give opinions.
- Children are as much entitled to influence the agenda for Circle Time as teachers
- Properly and consistently applied, the principles of Circle Time make a major contribution towards enhancing each child’s self esteem and belief in his/her own worth.

### **Team Points System**

The Team point system exists to promote self discipline in our children and encourage them to be hardworking members of the school. All children are sorted into four teams, Red Lions, Blue Boars, Yellow Tigers and Green Dragons. Every effort is made to include members of the same family in the same team. Team points may be earned for good behaviour and exemplary participation in classroom activities. Team points are displayed in classrooms. Team points are collected every Monday morning and announced to the children in Assembly. A team points award shield is given to the team that earns the most team points in the year. This is announced at Sports Day.

Special achievements are recognised at Friday KS1 assembly and KS2/3 spotlight when certificates are presented.

Children who are chosen in these assemblies are called stars of the week and their pictures are displayed on the shining stars notice board in the school reception area.

Staff are free to supplement these strategies with other forms of incentives and rewards (e.g. praise, stickers, stamps, badges, etc.).

### **Disciplinary procedure if unacceptable behaviour occurs**

It must also be understood that certain behaviours will be considered unacceptable

- Swearing at pupils or staff
- Physical or emotional bullying (see BESG Anti-bullying Policy)
- Physical violence aimed at another pupil or staff
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property

### **The timescale over which these procedures are enforced may vary**

1. Teacher/adult to request behaviour is changed
2. Teacher/adult to give a verbal warning
3. Child given time out to consider/ cool down
4. Child's teacher involved. He/she may choose to inform parents of unacceptable behaviour if it involves bad language or violence towards another pupil or adult
5. Privilege/Golden time withdrawn, child asked to consider the behaviour and make apologies if necessary or positive steps to ensure that it does not happen again.
6. Class teacher to involve the Headteacher
7. Headteacher to involve parents
8. Headteacher will be responsible for taking the matter further and considering temporary or permanent exclusion in consultation with Governors.

### **Leadership and Management Roles**

All school staff are responsible for supporting the development of good behaviour at the BESG. The Head and SMT have the main roles to :

- Ensure that teachers are familiar with this policy and implementation
- To reinforce the Golden Rules and good behaviour
- To prepare, organise and lead training
- To work cooperatively with lunchtime supervisors, Teaching Assistants in providing advice and support
- Observe behaviour of all the children in the school
- Identify any lapses in children's behaviour and bring it to the attention of the staff