

Beaver Road Primary School School Policy

In their 2010 Strategic Statement for our School, the Governors declare that at Beaver Road

*There are no invisible children.
All engage,
Many will shine,
Some may reach the stars.*

As a child at Beaver Road:

*I have a chance to dream and my dreams are fostered.
I have many chances to showcase my talents.
I am encouraged to understand my emotions and manage them.
I am encouraged to develop my social skills and how to use them.
I experience the joy of discovering nature.
I experience the joys and wonders of Manchester and the surrounding region.
I am a school, local, national and world citizen.*

We believe we are already a good school.
We want to become, at the earliest opportunity, the outstanding school envisaged in the Governor's 2010 Strategic Statement.

We know that quality learning only takes place in a school where every child feels safe and secure and is healthy and happy.

To this end we have written this new School Behaviour Policy.

Our new School Behaviour Policy is based on:

Rights

Responsibilities and

Rules

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The Rights

- I have the right to be safe and to feel safe
- I have the right to learn
- I have the right to be treated with respect

The Responsibilities

- Rights come with Responsibilities
- Responsibilities need to be learned and practiced so they become habits

School's Responsibilities

It is the responsibility of our School to help and support parents and carers in the education of their children.

It is the responsibility of everyone working in our School to help children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application

Children's Responsibilities

It is the responsibility of every child to learn and demonstrate their understanding of rights, responsibilities and rules and how they apply both to themselves and to others

Parents' and Carers' Responsibilities

It is the responsibility of all parents and carers to support the School in guaranteeing for every child a safe, secure, healthy and happy school in which learning flourishes.

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Governors' Responsibilities

It is the responsibility of the Governors to uphold the principles and practice of the School Behaviour Policy on behalf of all children, parents and carers, and staff at our School.

The Rules

- Rules are based on principles
- Rules are simple
- Rules are enforceable

Every Class agrees at the beginning of the School Year, a set of rules that supports everyone's rights and sets out their responsibilities.

These may be modified at any time during the School Year with the agreement of the Class.

The rules are clearly and prominently displayed in each classroom.

The Headteacher and School Leadership Team are responsible for setting any additional whole school rules to support the rights and responsibilities of everyone learning and working in the School.

These rules are communicated to the children (e.g. in School Assemblies) and appropriately, to parents and carers.

When the Rules are broken - Sanctions

The School has high expectations of all children, but occasionally will need to apply sanctions when rules have been broken.

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Level 1 Sanctions

To deal with inappropriate behaviour such as:

- Disrupting another child's learning through distraction, not being on task or interruptions
- Not accepting an instruction

- Minor deliberate damage to another child's or school property
- Disrespectful language to another child or adult
- Unsafe movement around the classroom or school

Level 1 Sanctions are the normally the responsibility of the Class Teacher.

They may include:

- ❖ 'Time Out' in the classroom or in another classroom
- ❖ Discussion with the child at break or dinner time
- ❖ Loss of some playtime(s)
- ❖ Withdrawal of some privileges

Level 2 Sanctions

To deal with inappropriate behaviour such as:

- Persistent Level 1 misbehaviour
- Stealing
- Significant deliberate damage to another child's or school property
- Physical violence
- Verbal abuse (first instance reported)
- Bullying (first instance reported)

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The Class Teacher refers these to a member of the School Leadership Team who will:

- ❖ interview the child and investigate the circumstances
- ❖ inform parents and carers of their child's misbehaviour
- ❖ action more extensive loss of playtime(s) and/or privileges

Level 3 Sanctions

To deal with inappropriate behaviour such as:

- Persistent Level 2 misbehaviour
- Major disruption of other children's learning

- Persistent stealing
- Persistent bullying
- Persistent verbal abuse
- Physical violence resulting in actual physical harm
- vandalism
- Leaving the school premises without consent

The misbehaviour is referred to the Headteacher or Deputy Headteacher who may, after an investigation, decide to:

- ❖ Impose a substantial loss of playtime(s) and/or privileges
- ❖ Send a formal letter home to the parents or carers requesting a meeting at school at the earliest possible opportunity
- ❖ Send a warning letter home that the child may be excluded from school for any subsequent misbehaviour.
- ❖ In exceptional circumstances exclude* the child from school.

* There are formal written procedures for the exclusion of a child from School and the right to appeal against a decision to exclude. These are sent to parents and carers with the letter informing them of the terms of their child's exclusion

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Behavioural Special Needs

In the case of children identified as having *behavioural special needs*, the school, acting in partnership with the parents and/or carers of the child concerned, will draw up individual action and pastoral plans.

The plans will detail targets for a behaviour improvement programme. Having *behavioural special needs* does not exempt the child from sanctions for misbehaviour.

Rewards

Reward systems for good behaviour are the responsibility of the Class Teacher and are agreed on a Year Group basis with colleagues.

They are communicated to parents and carers at the start of the new school year.

Guidelines

Guidelines giving advice and support for school staff in implementing the School Behaviour Policy are available in the Staff Room.

Policy review is due in May 2009 or earlier if so requested by the Governing Body.