



# Ballaugh School Behaviour policy

**If a concern or issue relates to safeguarding or child protection then the Safeguarding and Child Protection Policy and its associated procedures ARE the primary policy until proved otherwise.**

**This policy should be considered in conjunction with the Anti-Bullying Policy and applies equally in the online environment**

Revisions made in Sept 2020 - unchanged Sept 2021

## **Aims:**

To foster and nurture within the school community our School Values of Kindness, Compassion, Honesty, Respect and Courage.

To develop the school community's ability to reflect on their own actions and the consequences of those actions.

That everyone is safe, secure and feels respected.

To provide a consistency of response to both appropriate and inappropriate behaviour from all staff.

To promote self esteem and self discipline

*It is important that we consider the "person" separately from the "behaviour". By this we mean that we "like" the child, but may not "approve" of the behaviour, and that mistakes happen while some young children learn what behaviour is appropriate in different situations.*

## **How it works:**

The conflict resolution process that is used at Ballaugh School is detailed at the end of this policy.

If, after staff intervention (by lunchtime or classroom staff) a child has failed to modify their behaviour appropriately the school may use "part - playtime" sanctions where a child, or children, will reflect on their behaviour under the guidance of a member of staff.

Children will be given the opportunity to amend their behaviour as this is part of a life skills learning process. If however this does not happen, or the behaviour is not manageable by this process then parents / carers will be informed, consulted and other sanctions considered.

If a child is noticed to demonstrate bullying behaviours, accidental or intentional, affecting another child or not, then the relevant parents must be notified and their support to amend behaviour sought. The anti bullying policy must be applied

### **Available Sanctions**

Sanctions range from non-verbal and verbal communication that behaviour is inappropriate through “loss” of part or whole playtimes, exclusion from school teams and clubs, through to suspensions.

### **The Purpose of Our Behaviour Policy:**

#### **Children**

- Fosters a physically and emotionally safe and happy learning environment
- Helps the children to feel confident and builds their self esteem
- Enables school to be a positive experience in which learning takes place
- Helps children to develop good relationships with peers and adults

#### **School staff and visitors to school**

- Enables staff to use their time with children more efficiently and effectively, offering a wider range of experiences
- Allows everyone to work and learn in a pleasant and calm environment
- Visitors feel welcome in the school

#### **Parents**

- Allow parents to feel confident that any behaviour issues will be addressed fairly and consistently (By fair we mean in a way that is appropriate to the child as an individual, taking into account their age and developmental stage)
- Strengthens the positive trust based relationships that are key to our school's vision
- The wider community is proud to be associated with the school

### **Our expectations:**

**At Ballaugh School it is the child's responsibility to demonstrate the school's chosen values:**

- Listen to others, be respectful, polite and honest
- Co-operate with staff, visitors and parent helpers
- Be gentle, kind and helpful and compassionate
- Play and learn well with others
- Care for their own and other people's property
- Have courage to report inappropriate behaviour if others can't

**Staff must, and are responsible for:**

- Explaining and role-modelling the behaviour and values we wish to see
- Encouraging children to take responsibility for their own behaviour and developing our values
- Recognising and highlighting positive behaviour and demonstration of our values, as appropriate
- Ensuring that corrections to inappropriate behaviour are constructive;
- Informing parents about children's behaviour when necessary;
- Ensuring a consistently fair approach;
- Creating a friendly and supportive atmosphere;
- Praising children in line with the Growth Mindset concept;
- Ensuring the safety of the children around school and on the playground;
- Utilising the anti-bullying policy when appropriate

**Parents**

As the most influential teacher in our child's life, parents have a vital role in helping children learn what acceptable behaviour is in different social contexts.

**Please..**

- let us know of any behaviour difficulties you may be experiencing at home;
- inform us of any "outside school" change(s) which may affect your child;
- reinforce the school's values and ethos of good behaviour and to stress not to retaliate if hurt by another child and accept that the other child's behaviour will be dealt with. Tell the children to have courage and tell a teacher if they are upset (on the same day) so that the can teacher aid the resolution process.
- Utilise the school's "conflict resolution process" (see below) as this will help the children to learn how to resolve "fallouts" in a constructive way.

**Recognising and appreciating good behaviour**

We expect good behaviour and we recognise this in pupils in the following ways:

**Individual recognition:**

- Verbal and non-verbal praise eg smile, thumbs-up
- Stickers and smiley faces
- Headteacher praise and reward stickers,
- Celebration assembly certificates

# CONFLICT RESOLUTION PROCESS

1- Stop

2 - Speak with all of the children that are involved to establish the FACTS. “ Would X tell me the same things”

OR - Get the children to listen to each other (what did the other person say?)

If their accounts do not match, pose the question “help me to understand why I am being told two different things?”. Ensure the children have the same understanding of what happened.

3 - Ask the children “has anything like this happened before? Did it work? If so, try it again.

4 - If it didn't work before, get the children to think - “how do you all think you can fix this?” (discuss the solutions that are available to the children.)

5 – Tell the children to do what everyone has agreed and to tell the same adult that helped if it worked or not.

6- If it did not work, “why do you think it didn't work?”

7 - Try again making the changes that the children have suggested

Next Review date - Sept 2022 (no changes Sept 2021)

- School staff MUST sign and date to acknowledge that this policy has been read and understood. Any questions must be addressed to the headteacher. Next review Sept 2022

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