

Behaviour Policy

Monitoring and Review of Policy:

Agreed by Principal September 2021

Review date: September 2022

Aims
<p>The school aims to ensure exemplary behaviour and mutual respect at all times and to effectively prevent and tackle bullying.</p> <ul style="list-style-type: none"> ● Classroom environments are calm, positive, secure places in which all members of the school community feel valued and safe and can learn without fear of being bullied. ● Positive relationships between staff and pupils enables an open culture where pupils feel confident to discuss any issues and concerns, knowing that they will be listened to. ● All incidents of poor behaviour or bullying will be dealt with immediately. ● Pupils have a clear understanding of how their actions affect others. They are clear about the part they can play to consistently make correct choices. ● Pupils are encouraged to think and reflect on their values and behaviour through Philosophy for Children. ● The school curriculum provides for understanding of the religious beliefs and culture of others and opportunities to tackle issues through P4C, PSHE, RE and assemblies, as well as addressing issues as they arise. ● Bullying of any kind is unacceptable and will not be tolerated. ● Awareness of bullying and actions to take to prevent and stop bullying are raised. ● Pupils and the whole school community are encouraged to report bullying <p>Some children live in difficult circumstances and may need support to adjust to school life. These children are supported through mentoring, consistent expectations and, on occasions, individual behaviour plans.</p>
Our School Rules
<ol style="list-style-type: none"> 1. We make good choices and think before we act. 2. We aim to do our very best every time. 3. We look after our own, others' and the School's property. 4. We keep ourselves safe by walking inside school and thinking before we act. 5. We listen carefully and use words well. We are always polite and have good manners. 6. We are friendly, kind and like to share; we know how to take turns. 7. We work together to solve problems. 8. We respect the rights of others to their own opinions, culture and beliefs.
Expectations
<ol style="list-style-type: none"> 1. Follow instructions - first time. 2. Be in the right place, at the right time, doing the right thing. 3. If lining up for the classroom, line up in the order in which children will sit down (ie. front of the line will be the children with desks furthest from the front of the classroom) 4. Walk on the left in corridors - in lines and quietly at all times 5. Try hard in all that you do, keeping your work neat. 6. Concentrate on work without distracting other people. 7. Keep all areas of the school tidy

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8. Always look after your own, the school's and other people's belongings.
9. Always say please and thank you.
10. Be good friends to each other: play safely and fairly, making sure no one is left out
11. Never fight or hurt anyone with our actions or words.
12. Use everyone's given name: Never call anyone names, including racist or sexist names or make them feel bad about themselves.
13. Use playground equipment correctly and follow the instructions
14. If there is a problem, talk about it and if it can't be solved, ask an adult for help.
15. Never enter the school building or a classroom without permission
16. During wet play, stay in classrooms and behave sensibly
17. Ask permission to go to the toilet

Incentives and Rewards

Incentives and rewards are used consistently to promote good behaviour and raise self esteem.

Class Rewards

- are decided by the class teacher and the children
- are recorded and displayed in the classroom
- are earned by working together as a class, e.g.
 - lining up well
 - being ready to learn
 - cooperating well with each other
 - working well as a class

No green cards for any child all week will result in a whole class reward.

Team Points: Brook, Ford, Mill, Pool

- Are awarded to teams and individuals
- Are awarded for following school and class rules
- Are displayed and tallied. Class totals for each team will be entered onto a spreadsheet by the end of Friday in readiness for Monday morning assembly.

The winning team is announced in assembly each Monday.

Individual Rewards:

Outstanding Awards

- Each child has an Outstanding Achievement Book.
- There are 6 stages in the book. Each stage has 30 stars to complete.
- Stickers can be awarded for excellent work or behaviour by any member of staff
- When each stage is complete the children receive a special award.
 - Stage 1 – Certificate
 - Stage 2 – Pen
 - Stage 3 – Bronze badge
 - Stage 4 – Silver badge
 - Stage 5 – Gold badge
 - Stage 6 – Billesley badge

These are presented in a special end of term celebration assembly at the end of each half term. Prizes will be delivered to classrooms at the end of half term.

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Head teacher Awards

At times, individual children will do so well - producing excellent work or demonstrating behaviour above and beyond normal expectations - that an immediate special award is needed. This may be a Head Teachers Award:

- SLT sticker rewards will be awarded to children for being exceptional in any area of school life which exceeds normal expectations: good manners, being helpful, exceptional effort, an outstanding piece of work - going above and beyond!

Star of the week: Nominated by the class teacher

- For outstanding behaviour or outstanding work
- Shared with the school in our online celebration assembly and the class teacher will present the reasons for the award.
- Each child receives a special laminated certificate
- Parents will be informed through a text message and will be encouraged to view the reason for being chosen on the School Newsletter.

Sanctions

Consequences for poor or wrong choices, alongside an opportunity to 'put things right', are consistently applied (Y2-6) through 'The Green Card' strategy.

Guiding principles:

- Mistakes can be made by anyone and every child needs a chance to 'put things right'.
- Disapproval is directed at the behaviour not the child.
- Children are reminded of consequences and given the opportunity to 'put things right'.
- Every day is a fresh start.

Class teachers support pupils in making correct choices by:

- Providing interesting and engaging learning opportunities
- Providing learning opportunities which are appropriately challenging
- Giving clear instructions and explanations
- Giving clear reminders of expectations and reasons why
- Praising and re-affirming positive/ correct behaviours
- Recognising and rewarding good behaviour
- Adapting the learning environment
- Highlighting behaviour details on a Green Card

SLT will support teachers and pupils by:

- Being available to follow up serious behaviour incidents
- Providing advice and support as needed
- Regularly communicating with class teachers about behaviour concerns
- Communicating with parents when issues arise

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The Green Card Strategy

The Strategy (KS2 and Year 2):

- Praise correct behaviour in others and remind the child of correct behaviour
- Reminder - if no improvement 1 tick on a Green Card
- Reminder - if no improvement 2nd tick on the Green Card
- Reminder - if no improvement 3rd tick on the Green Card
 - 'Time out' in another classroom. 3 ticks will be monitored on a weekly basis by VPs. Children should be made explicitly aware of this.
 - At the VP/ CT discretion, appropriate action can be taken if a pattern of persistently obtaining 3 ticks occurs. This will result in a conversation between the pupil and CT/ VP/ Pastoral Team.
 - In more extreme cases, a phone call home discussing the persistent pattern will be made and appropriate supportive measures implemented. Behaviour concern will be recorded on Myconcern
- Reminder - if no improvement 4th tick on the Green Card
 - Discussion with a member of SLT - 'putting it right time'.
 - Lunchtime detention if KS2 or return to class if KS1
 - Record on Myconcern
- Reminder - if no improvement 5th tick on the Green Card
 - Discussion with member of SLT 'putting it right time'.
 - Internal exclusion for the rest of the day - AP/ VP/ Pastoral
 - Parents contacted and behaviour discussed
 - After school detention of 30 mins if KS2 or lunchtime detention if KS1
 - Record on Myconcern
- Continued/ extreme aggressive behaviour - send second adult to SLT or Pastoral Team to request support. In the event of a serious incident, or where there is a risk of harm, a member of SLT can be called on mobile phones to provide immediate support.
- Any further behaviours may result in a fixed term exclusion.

The Strategy (Year 1) - UNDER REVIEW

Zone Board Strategy: Red, Orange, Green, Gold, Blue

No Green Cards. All children start each day on green

- Praise correct behaviour in others and remind the child of correct behaviour
 - If children make correct choices they move up the board to gold and then blue
 - If children are on blue at the end of the day they receive a sticker
- If children make poor choices
 - Remind child of correct behaviour. Continued poor choices - move to orange
 - If children then make good choices they move back up the board
 - Remind child of correct behaviour. Continued poor choices - move to red
 - If children then make good choices they move back up the board
 - If a child is on red - 5 minutes 'putting it right time' in own class
- Aggressive behaviour at playtime or lunchtime results in 5 minutes - 'putting it right time'.
 - Continued aggressive behaviour - send second adult to SLT or the Pastoral Team to request support. In the event of a serious incident, or where there is a risk of harm, a member of SLT can be called on mobile phones.
 - Record on My concern

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- Speak to parents at home time

The Strategy (EYFS)

No Green Cards. Stickers for good behaviour choices.

- Praise correct behaviour in others and remind the child of correct behaviour
 - If children make good choices reward with a sticker
- Remind child of correct behaviour and model correct choices
- Remind child of correct behaviour
- Remind child of correct behaviour
- Reminder and if no improvement time out in the environment
 - Speak to parents at the end of the day
 - Record incident on Myconcern
- Reminder and if no improvement timeout with EYFS Leader or with Year 1 Leader
 - Immediate contact with parents
 - Record incident on Myconcern

Monitoring and Reporting

Incidents of severe and/or poor behaviour which is increasingly persistent must be recorded on Myconcern.

Vice Principals monitor behaviour incidents logged on My Concern and take appropriate action depending on individual circumstances.

Green Cards are monitored by Vice Principals.

- **3 Green cards with 3 ticks** in 3 weeks
 - Pare
 - nts contacted - telephone discussion with the Class Teacher.
- **3 Green cards with 4 ticks** in 3 weeks
 - Parents contacted - telephone discussion with the Vice Principal.
- **1 Green card with 5 ticks**
 - Parents contacted - discussion with the Vice Principal or Principal on the same day

Serious, persistent challenging behaviour

Serious, persistent poor behaviour will trigger

- A meeting with the Principal, Assistant Principal, Vice Principal, Teacher, Learning Mentor or SENCo
- An individual Behaviour Plan will be written to implement supporting strategies

A fixed term exclusion may be considered if a situation is sufficiently serious. A return to school strategy will be drawn up, agreed and implemented.

Permanent exclusion, in line with statutory guidance, may be considered in extreme circumstances

- If there is a serious breach of the school's behaviour policy
- If allowing the pupil in the school would seriously harm the education or welfare of the pupil or others in the school
- Extreme circumstances include:
 - Serious bullying incidents, including homophobic or racist incidents
 - Bringing a weapon into school

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- Repeatedly refusing to follow the instructions of staff where the child is at risk of harm to him/herself and/or is jeopardising the safety and well-being of others

Positive Handling Strategies - Use of Reasonable Force

Further information can be found in the Safeguarding Policy, Government guidance can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Sometimes it is appropriate to use reasonable force to safeguard children and young people.

- 'Reasonable' means using no more force than is needed
- 'Reasonable force' covers a broad range of actions involving a degree of physical contact to control or restrain children. This may be
 - guiding a child to safety by the arm
 - breaking up a fight
 - where a pupil needs to be restrained to prevent violence or injury
 - passive physical contact, such as standing between pupils or blocking a pupil's path
 - active physical contact such as leading a pupil by the arm out of the classroom.

Before using reasonable force, staff should consider the risks carefully and carry out a dynamic risk assessment to ensure the most appropriate course of action.

Staff are trained in de-escalation and positive handling strategies. All incidents of positive handling are recorded in a bound and numbered book, countersigned by the Principal.

Mentoring

Learning mentors work with children who have difficulties emotionally. Children may be referred to mentoring due to

- behaviour concerns
- prenatal or child request
- number of concerns raised

All mentoring programmes start with completion of the 'Three Houses'

Mentoring records are maintained and monitored to measure impact.

Parental Involvement

Parental support is essential in securing high standards of behaviour. Parents are involved as soon as a concern arises.

- Strategies to improve behaviour agreed upon together. This may include an individual behaviour plan.

Sometimes parents may have a concern about how other children are behaving towards their child. Staff are always available to listen to parents.

- Action is taken immediately to resolve the issue
- Under no circumstances must they take action against another child or parent, either physically or verbally.

Unless a teacher is made aware of the facts they may not know a situation exists.