

BEHAVIOUR POLICY

PRINCIPLES

Good behaviour should be promoted through the development of a positive learning environment and stimulating curriculum, together with high quality teaching and learning and procedures which:

- Recognise that good behaviour contributes positively to school life and good relationships
- Encourage children to have respect for everyone, each other and property
- Encourage children to be responsible for their own behaviour
- Do not tolerate aggressive behaviour
- Focus on, and reinforce positive behaviour , as opposed to emphasising undesirable behaviour
- Avoid unnecessary confrontation
- Develop children's sense of belonging in the class and school community
- Ensure fair and consistent use of rewards and consequences
- Identify what behavioural difficulty is communicating and teach strategies to improve behaviour
- Closely involve parents in managing and supporting children with behavioural difficulties
- Uses internal exclusions wherever possible, with exclusion being a last resort

EXPECTATIONS

To follow the school rules at all times, including lunchtimes, before school and after school clubs, around the school and on school visits

- To show respect towards themselves, each other and all adults
- Staff to reward children for following the rules
- Staff to give a warning and a choice to help children follow the rules
- Staff to give consequences when children make poor behaviour choices
- Staff to support one another to carry out consequences
- Parents to be good role models and encourage their children to follow the school rules, supporting the schools' system of rewards and consequences
- This policy will apply to most of our children. Some children will have social, emotional and mental health difficulties and will need a separate Individual Behaviour Management Plan (IBMP) or an Individual Partnership Agreement (IPA).
- The Executive Headteacher, Heads of School and Federated Senior Leadership team will support children and staff to follow the schools' rules

SCHOOL RULES

The school rules should be referred to regularly. They should be linked to the rewards and consequences. The rules should be visible in the classroom. Stories, scenarios and examples will be used in assemblies/circle times and as part of PSHE to explain, expand on and reinforce the rules.

Be the best you can be

- Be kind
- Be respectful
- Be honest
- Be safe

REWARDS

We expect all children to follow the rules.

- Each class has a zone board which is a visual reminder of the children's behaviour. Each class may individualise their zone board.
- Every child starts the session on green and can move up to silver or gold for good behaviour.
- Once a consequence is completed, they return to green.
- Names may be moved by the teacher, LSA or child.
- Children are encouraged to self and peer assess regarding following the rules.

Type of reward	When
Verbal praise specifying which rule has been followed	Regularly
Moving up the zone board	Throughout the day
Individual class rewards	When children consistently make good behaviour choices
Postcard home	For exceptionally good behaviour
Green card	At playtime and lunchtime
Good learning behaviour	

CONSEQUENCES

Children need to know that there is a consequence for making poor behaviour choices. Consequences need to be applied consistently and fairly, without confrontation. There are two strands of consequences – breaking the rules and unacceptable behaviour.

<p>Making poor behaviour choices</p>	<p>Unacceptable behaviour Fighting or hurting other children Biting. Spitting Disruption Vandalism Disrespectful, dishonest or rude behaviour Throwing food/poor manners at lunch Leaving the classroom without permission</p>
	<p>In the case of swearing</p> <p>If a child swears the teacher or LSA will make a phone call to parents and send letter home (letter in the office to copy and use). Child to miss next playtime. When the parent is called, tell them to expect a letter and that there is a tear-off slip on it. Teacher keeps a record of letters sent out and returned slips are kept by class teacher.</p> <p>Children who consistently swear will be dis-applied from representing the school.</p> <p>The aim is to stop children swearing but staff need to be mindful about how this is used. If a child is displaying inappropriate behaviour and they are asked to modify this and they do but are muttering under their breath to save face, ignore the muttering. They are doing what has been asked.</p> <p>If swearing occurs whilst in an exceptionally heightened state, it is dealt with as part of the whole incident.</p>
<p>One clear, firm, verbal warning of which rule they are breaking – name moved down to pink</p>	<p>No warning given</p>
<p>Name moved down to red. Time-out given within own classroom.</p>	<p>Immediately moved to red or red card given. At Junior School-Detention given, whole playtime, lunchtime or after school. At Infant School-Loss of minutes from an appropriate activity eg break/lunch or reward time.</p>
<p>Work in another class If disruptive/refusal to co-operate in class, child will go another class (with work) for a maximum of 30 minutes. Children return to class with their name back on green.</p>	<p>SLT informed. Time with ELSA for cooling off and reflection Parents phoned, may be asked to come into school.</p>
<p>Detention given (Juniors) for inappropriate behaviour on the playground and when time out of class is not possible eg moving on to red a few minutes before lunchtime. For the vast majority of cases detentions should not exceed 20 minutes.</p>	<p>If disruptive — supported by ELSA. May work away from class/in isolation. If disruption continues – fixed term exclusion</p>

Loss of minutes from an appropriate activity (Infants) eg break/lunch or reward time.		
Parents/carers are informed by class teacher or LSA at the end of the day if their child has warranted an after school detention.		ABCC, on-line incident reporting form, restraint forms completed.

Detentions for Junior School children

Children are expected to sit quietly and reflect on their behaviour. This may involve completing a reflection sheet or writing a letter of apology.

Detention slips should be sent with the child so that the log can be completed. Children who frequently receive detentions are discussed with the Inclusion Leader to establish an IBMP.

TEACHING OF GOOD BEHAVIOUR

Simple and clear routines are essential to protect rights and promote the smooth running of the school. They include things like the way we line up, transition times, how we use, distribute and pack away resources, going to the toilet, moving around the room, lunchtime, home time, first thing in the morning.

Build a positive working environment in the class – seating plan, initiating whole class attention, talk partners success criteria, circle time, praise, PATHS, balance of teacher-directed and independent learning, explaining reasons for learning, involving children in pre-planning, giving responsibilities, how to access resources

Expectations should be shared and made explicit often.

LUNCHTIMES

Midday supervisors issue green cards for good behaviour at lunchtime. The class with the most green cards for the week receives a class reward. In the infant school eight children are picked for top table, and get a small prize.

Children that need time out for poor behaviour choices, use Miss Bradbury's area until they are ready to rejoin the playground. A senior member of staff is on duty.

SUPPORT FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

We understand that for a wide range of reasons some children may experience various social and emotional difficulties which may manifest in challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or

disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We aim to:

- have a positive ethos and culture towards these additional needs
- have a clear process to support these children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other children
- quickly identify any barriers to learning
- teach any social and emotional skills that are necessary to succeed
- employ differentiated and personalised learning opportunities
- take the learning environment and relationships between adults and children and with their peers into consideration
- seek parents' views
- draw on advice and expertise of external professionals for support and multi-agency assessment purposes
- consider whether the child is suffering, or is likely to suffer, significant harm. Where this may be the case, we follow the school's safeguarding policy.

If a child is consistently making poor behaviour choices, SLT will become involved and we will seek to work with parents/carers and any other appropriate professionals.

- An IBMP or IPA will be put together by the class teacher and the Inclusion Leader which will identify the additional needs that the child is presenting, the priority for one behaviour goal, the agreed reward and agreed consequence, the relevant support needed and what system will be put in place to ensure the rewards and consequences are consistently carried out.
- The plan will also identify strategies which will need to be taught eg anger management, communication skills, listening skills, emotional awareness, play skills etc, who and when these will be taught eg Home school link worker, Learning to learn group, ELSA, learning mentor
- In consultation with parents and the home-school link worker a home goal, rewards and consequences are identified.
- The ISP or CIP will be communicated to all adults involved, including parents, lunchtime staff, PPA cover etc, so they all understand the additional needs identified.
- The plan will be monitored every two weeks by the class teacher and the Inclusion Leader
- A record of behaviour will be kept on an ABCC charts

Guidance for Positive Behaviour Management Strategies

The best positive behaviour management strategy is for the children to be engaged in stimulating and appropriately challenging learning. Catch the children:-

- Demonstrating good learning behaviours
- Following the rules
- Making a good choice
- Coping or handling a tricky situation
- Ignoring inappropriate behaviour

- Carrying out a request

LIAISON WITH PARENTS AND OTHER AGENCIES

Our expected standard of behaviour is included in the home-school agreement which parents sign following their child's admission to the school. We expect parents to encourage their children to show respect and support the schools authority to discipline.

We feel it is important to build a positive relationship with parents and this includes informing parents about their child's behaviour.

A meeting will be set up when a child is identified as needing an IBMP or IPA.

Our Home-School Link Workers work very closely with parents offering support and a range of strategies to improve behaviour at home and attendance at school.

PREVENTING BULLYING

Bullying is the deliberate, conscious desire to hurt, threaten or frighten someone else. It may be physical, psychological or verbal discriminatory or derogatory language. Bullying includes incidents which may relate to special educational needs, sexual orientation, race, religion, belief, gender reassignment or disability,

We take positive action to deal swiftly and effectively with bullying and put measures in place to prevent bullying. These include teaching children what bullying is and how to deal with it, monitoring transition times and teaching social and emotional skills.

If an incident occurs the following procedures will be followed:-

- Both parties spoken and listened to and the incident discussed in an attempt to get a common statement
- An account of the incident written down and the Head of School informed.
- Attempt to bring the two sides together to encourage mutual understanding. The bully should be helped to understand how the bullied party feels.
- Meeting with parents where assurance is sought and given that the bullying will stop. Both parties reminded of the consequences.

LEADERSHIP

- All members of the Federated Senior Leadership team (FSLT) model the behaviour we want to see from adults around the school.
- We praise good behaviour and celebrate success in assemblies.
- The amount of praise, rewards and consequences is monitored in class and the good performance of staff is praised. Action is taken to deal with poor teaching or staff who fail to follow the behaviour policy.
- A member of the FSLT has a visible presence at the beginning, and end of the school day, at lunch time and at playtime. Detentions are manned by FSLT/senior teachers.
- The Inclusion Manager/Head of School monitors class behaviour files termly in order to evaluate the experience of individuals and groups eg SEN, looked after, SEMD. Individual

children may be asked about their views. ABCC charts, incident logs, rewards and consequences are analysed termly looking for patterns of improvement over time.

- Incidents of severe disruptive behaviour may result in children being placed in a one to one setting and away from other children for a limited period. The time spent away from class will be used as constructively as possible. This sanction will only be used in exceptional circumstances and will always be in the best interests of the child or other children, reducing the risk to themselves and others. Their health and safety, safeguarding and welfare requirements will always be ensured, including time to eat, drink and use the toilet.
- Any accusations against school staff will be referred to the Executive Headteacher or Chair of Governors/LADO.
- This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and children with special educational needs.
- The School Behaviour Policy is revisited, reviewed bi-annually and is available through the school and on the website.
- Supporting documentation includes: Use of DfE Behaviour and discipline in schools. Advice for headteachers and school staff. February 2014 and Section 89 (1) of the Education and Inspections Act.

Reviewed and updated by teaching staff 8 March 2018

CHECKLIST

Essential actions to promote good behaviour, to be shared with children and adults.

Classroom

- Visually display class rules, list of rewards and list of consequences
- Verbally remind of class rules, rewards and consequences
- Have a system in place to ensure consistency in giving rewards and consequences
- Have a visual timetable on display and tell children what is happening that morning or afternoon

Children

- Understand sensitive children with additional needs and have a plan to meet their needs.
- Ensure all applicable adults know the plan and how to respond to the behaviour.
- All behaviour strategies should be age-appropriate

Teaching

- Start lessons quickly.
- Ensure all resources are prepared in advance
- Praise the behaviour you want to see more of – be specific
- Praise the children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate and personalise planning, teaching and learning
- Stay calm
- Have clear routines for transitions and stopping the class
- Teach children the class routines
- Well-managed transitions and use of competition to motivate
- Work at child level
- Identify children for LSAs to work with
- Use visuals and actions to settle and gain attention

Parents

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones