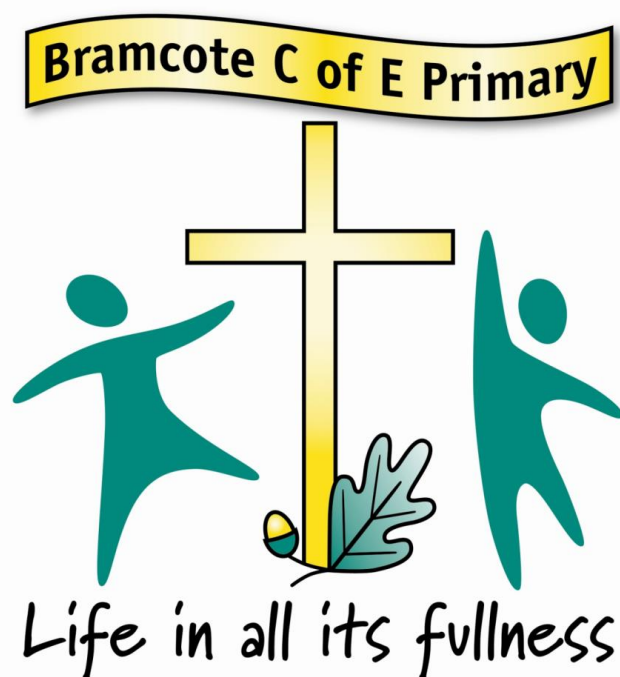


Bramcote Church of England (VA) School



Behaviour Policy

September 2017

AMENDMENTS TO BEHAVIOUR POLICY

SEPTEMBER 2014	<p>Addition to rewards – 50 square for reception Table points</p> <p>Addition to sanctions –3. Teacher requests child moves or is put on a timeout table. 5. Child is sent to a partner class for a short time, no longer than 15 minutes. Partner class teacher will report back to class teacher on child's behaviour during their time.</p> <p>Physical restraint heading changed to physical intervention.</p> <p>Physical intervention – Many of our school staff have received MAPA (Management of Actual or Potential Aggression) training. We have adequate provision to deal with any children who require physical intervention. This training is updated annually.</p> <p>Outside agencies –Behaviour support service changed to Primary School Behaviour and Attendance Partnership.</p>
SEPTEMBER 2015	<p>Amended to rewards– 100 square for class 1-6</p> <p>Amended to sanctions – stage 4 Name is now put on red card for half a day in KS1. Parents are informed by class teacher if a red card is issued during the day. Copies of sorry notes will be handed to the Headteacher</p> <p>Added to Recording and Reporting – The Headteacher keeps a record of behaviour incidents on a spreadsheet.</p>
SEPTEMBER 2016	<p>Added to rewards P4– Class Dojo</p> <p>Added to sanctions no. 3 P5– tick next to name on yellow card.</p> <p>Added to sanction no.4 P5–word session to- (within the half day / session)</p> <p>Change to sanction no.4 P5 – Levels of misbehaviour – as follows</p> <ul style="list-style-type: none"> - Low level disruption – results in 5 minutes of break missed / sorry note written - Continuous failure to follow adult instructions – results in 10 minutes missed / sorry note written - Physical / verbal abuse towards a child or adult – whole break missed / sorry note written <p>Addition to sanction no. 4 – To include Incidents that happen at lunchtime a message will be sent in and given to a member of teaching staff who will go out and collect child/ren from the playground. Sanctions will be issues as set out above.</p> <p>Changes to sanction no.6 P5 – To include being sent to Deputy Head Teacher.</p> <p>Changes to sanction no. 9 P5 9. The Headteacher will monitor the impact of the behaviour chart and with parents as appropriate to discuss if any further action needs to be taken.</p> <p>Addition to final paragraph under sanctions on P5. – Parents of pupils who have received a sorry note from another child will be informed of the incident and the sanctions issued.</p> <p>Change of date within Physical Intervention section P6 Change from Physical Intervention Policy 2014- Physical Intervention Policy 2016</p> <p>Changes to Appendix 1 P8 –Partner class – Y6 changed from Y2 to Y1.</p> <p>Changes to sorry note P9 – Removal of word NAME. Addition of date / Time.</p> <p>New addition to policy P10 - Sorry Note for Reception.</p>
SEPTEMBER 2017	<p>Page 4 – Rewards</p> <p>Delete points-</p> <ul style="list-style-type: none"> - class points collected on a 50 square (foundation) - class points collected on a 100 square (Year1-6) <p>Replace with -</p> <p>Dojo points accumulated by the class over the half term and an appropriate class reward will be given at the end of each half term as determined by the class teacher.</p> <p>P5 Sanctions – addition into point 2- Name is put onto a yellow card or a yellow card is given, this gives them chance to modify their behaviour. Parents will be informed via class dojo if their child has received a yellow card.</p> <p>P5 Sanctions – addition into point 4 – If misbehaviour continues child's name is put on a red card (a red card is given if at lunch time) within a half day or session or an instant red card is given if a child physically hurts another intentionally.</p> <p>P5 Sanctions – addition into point 8 - Behaviour chart (See appendix 3) is set up in agreement with parent and child, behaviour is then monitored over a number of weeks. It is expected that the parent will make contact with the teacher each evening to sign and receive feedback on the behaviour chart. On some occasions behaviour charts may be used as an intervention by the class teacher to support the child in modifying their behaviour</p>

RATIONALE

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Bramcote Church of England VA Primary School. It was developed in the summer term of 2010, through a process of consultation with staff and Governors and has been revised annually taking into account views of all school stakeholders.

PRINCIPLES

At Bramcote C of E Primary school we believe that every child matters and this is implemented through our vision statement of "Life in all its fullness" (John 10:10), we believe that each child is unique and possesses qualities which should be nurtured through a positive learning environment.

Good behaviour is essential for effective teaching and learning to take place. At Bramcote C of E Primary School, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. We aim to promote and build high self-esteem in order to give children the confidence that they can achieve in all that they do.

The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focussing on short comings and failure.

We believe that children will accept learning challenges and develop self-discipline provided that their conditions for learning are positive. It is essential that we develop supportive parent partnerships that encourage our children to behave well. We believe good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant

AIMS

Bramcote C of E Primary School aims to;

- Work consistently and fairly towards the positive management of behaviour
- Help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- Encourage staff, children and parents to value good behaviour
- Develop our children's self discipline
- Help our children to feel good about themselves and others
- Encourage our children to co-operate with one another and with adults in the school
- Create a positive and stimulating learning environment, having high expectations of children's work
- Work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society

OUR OBJECTIVES

We support positive behaviour and a positive environment through:

- Our whole school ethos of "Life in all its fullness"
- A consistent approach by the whole school community
- Constructive whole school planning of SSEAL
- Appreciating and following agreed codes of behaviour
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this.

- Developing the skills of co-operation and discussion
- Encouraging everyone to take care of and have respect for their own and each other's belongings
- Encouraging everyone to take pride in the environment
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences fairly and consistently
- Ensuring that the curriculum is planned well to be creative, stimulating and exciting to allow every child the opportunity to reach their full potential.

In order to do all of these things our school has five simple rules;

- **R**espect all people and the school environment.
- **U**se kinds and polite words.
- **L**isten carefully to instructions and always try to follow them.
- **E**veryone is thoughtful and cares for each other.
- **S**peak calmly and listen to others.

Keeping the school rules forms a part of our Star Assembly on Friday when children are chosen to sit on a chair during the assembly for keeping a particular school rule.

REWARDS

We believe that consistency in the way we deal with behaviour is important and we encourage good patterns of behaviour by using:

- Non-verbal signals
- Positive verbal comments and praise
- Positive comments written in books
- Giving children responsibilities
- Sharing positive aspects with others
- Awarding certificates and stickers
- Informing parents
- Special letter sent home.
- Dojo points accumulated by the class over the half term are recorded and an appropriate class reward will be given as determined by the class teacher.
- Individual stickers
- Table points
- Recognition in "Star Assemblies"
- Playground points
- Class "Star of the Day"
- Awards at the end of term service
- Headteacher awards
- Class Dojo

SANCTIONS

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour. For those children who choose not to follow our school rules we have decided on the following consequences which are carried out in order unless the misdemeanour is severe and therefore stages can be missed out:-

1. Verbal warning from member of staff. (Foundation and KS1 warning stands per session, KS2 half day)
2. Name is put onto a yellow card or a yellow card is given, this gives them chance to modify their behaviour. Parents will be informed via class dojo if their child has received a yellow card.
3. Teacher requests child to move, or sit on a time-out table / tick next to name on yellow card.
4. If misbehaviour continues child's name is put on a red card (a red card is given if at lunch time) within a half day or session or an instant red card is given if a child physically hurts another intentionally sanctions for Red Card being given are as set out below...
 - a Low level disruption - results in 5 minutes of break missed / sorry note written (see Appendix 2)
 - b Continuous failure to follow adult instructions - results in 10 minutes missed / sorry note written
 - c Physical / verbal abuse towards a child or adult - whole break missed / sorry note written
- Incidents that happen at lunchtime a message will be sent in and given to a member of teaching staff who will go out and collect child/ren from the playground. Sanctions will be issued as set out above. Parents will be informed by class teacher if their child has received a red card during the day. Copies of sorry notes will be passed onto the Headteacher.
5. Child is sent to partner class (See appendix 1) to work for no more than 15 minutes, partner class teacher will report back to class teacher on the child's behaviour during this time.
6. -Second Red card if behaviour continues during the designated session (KS1 one lesson, KS2 half day) - Full break is missed and child is sent to Deputy Head Teacher. If it happens over lunch time the children have to stand in a designated space agreed with the MDS. The class teacher will ensure that the parent is informed verbally at the end of the day.
7. Sent to HT and HT makes contact with parents/carers.
8. Behaviour chart (See appendix 3) is set up in agreement with parent and child, behaviour is then monitored over a number of weeks. It is expected that the parent will make contact with the teacher each evening to sign and receive feedback on the behaviour chart. On some occasions behaviour charts may be used as an intervention by the class teacher to support the child in modifying their behaviour
9. The Headteacher will monitor the impact of the behaviour chart and will meet with parents as appropriate to discuss if any further action needs to be taken.
10. If three letters are sent home by HT over a half term, the HT will invite the parent/s to come into school and discuss their child's behaviour and agree a program of support to help to modify and improve it.
11. Outside agencies are contacted, where appropriate e.g. referral to primary school behaviour and attendance partnership. (SBAP)
12. Fixed term exclusion
13. Permanent exclusion

As a Church school we believe that children should be sorry and seek forgiveness for any hurt they may cause to others. Where a child has received a red card for whatever the reason, it is an expectation that they will write a sorry note expressing their error and asking for forgiveness, and in return the receiver should forgive and the error be written off. We believe that each day is a new start. If a misdemeanour occurs towards the end of the day resulting in a red card, the parent will be informed and the child will be asked to write a sorry note that evening to bring into school the next day. No further action will be taken the next day.

Parents of pupils who have received a sorry note from another child will be informed of the incident and the sanctions issued

EXCLUSION

In rare cases it may be necessary to exclude a child. For example, if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LA'S protocol is followed. Any child returning to school following exclusion is helped to behave appropriately.

PHYSICAL INTERVENTION

When a pupils' behaviour presents a serious danger of causing significant harm to themselves or to others or property or there is a major threat to good order, staff may use reasonable force to take physical control until such time as the pupil is able to take control for themselves. Any physical intervention should be in line with our school Physical Intervention policy 2016 and Nottinghamshire County Council's guidance "Keeping Classrooms Safe for Teaching and Learning"

Many of our school staff have received MAPA (Management of Actual or Potential Aggression) training so we have adequate provision to deal with any children who require physical intervention. This training is updated on an annual basis.

Where Physical intervention has been used the school staff will ensure that parents and carers are informed to ensure good home/school relationships are maintained.

SPECIAL EDUCATIONAL NEEDS

Some children may find it difficult to behave appropriately. For example, those with Asperger's or ASD may have difficulty in understanding social clues or language. Time will need to be taken to explain these. Social stories can be used to good effect in these instances. There may also be specific behavioural targets that are written into their individual provision map.

We aim to be fully inclusive in our school and offer extra support to those children who need it so that they can fully participate in school life.

Where children experience friendship issues we can establish "Circles of Friends", it has been used to good effect to help a child to modify their behaviour by talking through issues and problems with their peers with mediation by an adult.

EQUAL OPPORTUNITIES

This policy should be considered alongside those for Equality, Anti-Bullying and SEN. We aim to treat each individual equally and monitor our responses frequently.

BULLYING

Bullying under any circumstances will not be tolerated within school. Incidents of alleged bullying will be recorded as well as tracking any re-occurrence to enable sound prevention strategies to be developed. As a school we now have a responsibility to deal with bullying off the school site to include Cyber-bullying which will be dealt with in line with the sanctions set out in this policy and linked into the Anti-Bullying policy.

ALLEGATIONS OF ABUSE AGAINST TEACHERS AND STAFF

Procedures for dealing with allegations are set out in the Safeguarding and Child Protection Policy. Where allegations are made against a member of staff these should be dealt with and resolved as quickly as possible. Suspension of staff should only take place where there is "no reasonable alternative".

If pupils are found to have made malicious allegations they will receive appropriate sanction as laid out in this policy.

WORKING WITH PARENTS

We recognise the importance of staff and parents working together to ensure a consistency of approach in managing children's behaviour.

Under new Government guidance it is a requirement of all parents to sign and return their home school agreement. This should be completed within the first half term of the child's entry into school.

Children are encouraged to tell their parents about their rewards and certificates that they achieve.

Where children are constantly not conforming to school rules and expectations, letters will be sent home and arrangements made for them to speak to the Headteacher. (This is referred to in the Sanctions section of this policy).

Class Teachers and the Headteacher are usually available at the end of the school day to liaise and deal with any behavioural concerns that parents may have.

OUTSIDE AGENCIES

Occasionally it may be required for school to contact the Primary School Behaviour and Attendance Partnership (SBAP) or Educational Psychologist about a child's behaviour. A child may also be referred to the community Paediatrician. Where this type of support is needed we will always liaise with parents to gain parental consent.

RECORDING & REPORTING

The Headteacher keeps a record of behaviour incidents on a spreadsheet, involving children who break the school rules this includes physical violence towards others, damage to property, swearing, bullying, these incidents are fortunately few and usually only require parents to be informed.

Where there are incidents of racism these are recorded and are also recorded and reported to the Local Authority.

The discipline committee will be informed immediately in the case of exclusion and will meet accordingly.

The Governors will be made aware of any behavioural issues and exclusions in school each term via the Headteacher's report.

MONITORING AND EVALUATION

This policy will be monitored by Governors and all members of staff within the school. The Governing Body have delegated responsibility for reviewing and updating this policy to the Pupil and Personnel Committee who will do this on an annual basis or sooner if required.

All staff both permanent and temporary including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published in the school prospectus and on the school website.

Reviewed- September 2017

Review Date – September 2018

APPENDIX 1:

PARTNER CLASS	
Reception	Year 2
Year 1	Year 3
Year 2	Year 4
Year 3	Year 5
Year 4	Year 6
Year 5	Year 1
Year 6	Year 1

a	b	c
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Example of sorry note proforma for Reception Children



BRAMCOTE C OF E PRIMARY SCHOOL

SORRY NOTE



DATE _____ / TIME _____



_____ received a red card today for _____.
Please write a note to the person that you have hurt or upset due to your behaviour.

I am sorry for...

APPENDIX 3






EXAMPLE OF BEHAVIOUR CHART

DATE W/B:

NAME:

BEHAVIOUR TARGET:

	I will gain a smiley face if I am able to fulfill the above objective for most of the lesson.
	I will gain a straight face if I am off task for more that 10 minutes of a lesson.
	I will get a sad face if I am off task for half of the lesson or am warned three times during the lesson.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Break					
Session 2					
Lunch					
Session 3					
Break					
Session 4					
My Score	/7	/7	/7	/7	/7
Class Teacher's comments					
My parents comments					

