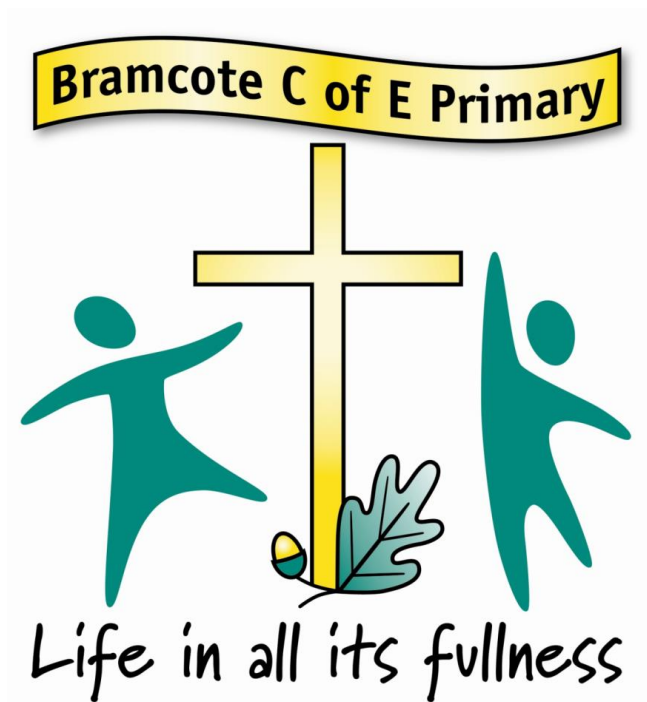


Bramcote Church of England (VA) School



Behaviour Policy

September 2018

AMENDMENTS TO BEHAVIOUR POLICY

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| SEPTEMBER 2018 | Policy rewritten to reflect changes from rules to values. |
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Bramcote C of E Primary
School Behaviour Policy 2018-19

The staff and Governors at Bramcote C of E Primary School are aspirational and have very high expectations of behaviour. 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.

During the summer term 2018 and with consultation with pupils via our school parliament, parent's forum, governors and staff we began to review our behaviour policy and decided to use a values approach. As a church school we believe that values are an intrinsic part of our school ethos. As an outcome of this work 7 values were chosen:

RESPECT

RESPONSIBILITY

PERSERVANCE & DETERMINATION

HONESTY

KINDNESS

CREATIVITY

CO-OPERATION

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.

AIMS

Through a values based approach to behaviour, we aim for children to take responsibility for their behaviour and better manage their emotions, so that they can grow confident, successful and responsible adults.

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 for children to achieve these things we have compiled a number of characteristics of behaviour which are closely linked to our values. We have shared these with the children and the Values Family are displayed in every classroom.

1. **Honesty – Honesty Hal**

- To always tell the truth, even if it is difficult.
- To be honest with myself and others
- To show others that you can be trusted
- To be honest about how you are feeling



2. **Responsibility – Responsible Reg**

- To think for yourself and take ownership of your actions
- To do what is right even when no-one is looking
- To take ownership of your own learning.



3. **Perseverance and Determination - Persevering Pat**

- To always strive to do your best
- To learn from your mistakes
- To never give up even when faced with challenges



4. **Co-operation – Co-operative Clive**

- To work together to get the task done
- To value others opinions, effort and contribution
- To recognise that everyone has a value and unique role to play.



5. **Kindness – Kind Kit**

- To be kind with your actions and your words
- To show care for others and yourself
- To take time to make someone happy



6. **Respect – Respectful Rita**

- To treat others as you would like to be treated
- To care for each other and our school
- To use kind and polite words



7. **Creativity – Creative Claire**

- To be brave enough to try a difficult approach
- To be curious by asking questions, investigating and solving problems.
- To use your imagination



REWARDS

Consistency in the way we deal with behaviour is vital and we believe that praise and rewards are motivational, helping children to see that good behaviour is valued and as a result this encourages good patterns of behaviour. A flow chart outlining how rewards and sanctions are administered can be found in Appendix 1.

Examples of ways in which we reward good behaviour are outlined below.

- Non-verbal signals e.g. thumbs up, smiles etc...
- Positive verbal comments and praised e.g. "Well done, you showed kindness by helping your friend with that." "Thank you for being respectful by holding the door."
- Positive comments written in book
- Giving children responsibilities e.g. monitor roles
- Sharing examples of positive behaviour seen within the class e.g. "Well done..... great listening."
- Class "Good to be Gold" – star of the day.
- Special values postcard sent home.
- Good to be Green stickers at the end of the week.
- Good to be Green sticker given out at the end of the day (Reception and Year 1)
- Individual Dojo points
- Individual stickers
- Headteacher stickers
- Table points, group dojos
- Recognition in "Star Values Assemblies"
- Awards at the end of term service for "Green all term."
- Weekly 30 minute Golden Time – a range of teacher led activities.
- Special Headteacher reward for "Green all term" children.
- 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.

SANCTIONS

We strive to promote positive behaviour in a culture of praise and encouragement. It is our aim that pupils will rarely need sanctions. However where inappropriate behaviour occurs, it is challenged and supported through a restorative, reflective approach. It is our intention to change any negative behaviour through a zero tolerance approach all staff are aware that it should always be the behaviour that is challenged and not the child.

The stages to behaviour intervention are as follows.

1. **Low level disruption that does not follow our school values** e.g. not following instructions straight away, talking over an adult, running the corridor etc... constitutes a verbal warning from member of staff "Stop and Think." Cards are issued and this gives an opportunity for the child to have the chance to change their behaviour. (Foundation and KS1 warning stands per session, KS2 half day)
2. **Continuation of low level disruption which does not follow the school values** e.g. saying unkind words to others, pushing past people, not looking after property - A yellow card is put onto their "Good to be Green" class grid, 1 minute of golden time is deducted from their 30 minutes, child is given a further chance to modify their behaviour. Parents will be informed via class dojo if their child has received a yellow card. (Foundation and KS1 card stands per session, KS2 half day)
3. **low level disruption continues beyond the session (F2,KS1) or half day (KS2) .**
 - A red card is put on the "Good to be Green" class grid,
 - A reflective discussion takes place with an available adult at a suitable time. The aim of the discussion is for the child aim take responsibility for their actions.
 - A verbal apology is given by the pupil to person wronged,
 - 5 minutes are deducted from Weekly Golden Time.
 - Parent / Carer contacted telephone conversation or invited into school to meet class teacher.
 - Red cards recorded on whole school behaviour log.

Examples of "taking responsibility" questions

| | |
|---|---|
| What has happened? What mistakes did you make? What could you have done differently? Who was hurt / affected? Which school values have not been followed? | What happens when you break our school values? What do you think you should do now? How can you help yourself to improve for next time? Is there anything we can do to help you? What will happen if you do this again? |
|---|---|

Deliberate harm to others e.g. violent, emotional or offensive language

- A red card is put on the “Good to be Green” class grid,
 - A reflective discussion takes place with an available adult at a suitable time. The aim of the discussion is for the child aim take responsibility for their actions.
 - A verbal apology is given by the pupil to person wronged,
 - 5 minutes are deducted from Weekly Golden Time.
 - Parent / Carer contacted telephone conversation or invited into school to meet class teacher.
 - Red cards recorded on whole school behaviour log.
4. **Restorative Justice** – Senior Leadership Team (SLT) receive a record of names, cards and inappropriate behaviour which constituted the card from members of staff. The children who have received yellow, red cards during the week spend time with a member of the SLT in another room during “Golden Time”. Once time is served they are able to go back to their chosen activity.
 5. **Persistently observed inappropriate behaviour amounting to 15 minutes of “Golden Time” missed over a three week period** will result in a member of the SLT inviting parents / carers to a meeting to discuss how behaviour can be modified. A Behaviour chart (See appendix 2) is set up in agreement with parent and child, behaviour is then monitored over a minimum of two weeks. It is expected that the parent will make contact with the teacher each evening to sign and receive feedback on the behaviour chart. A weekly conversations from SLT with parents either in person or by telephone will be made to discuss progress over the week. The decision for a child to be removed from a behaviour chart will be made by Headteacher in consultation with the parents.
 6. **Outside agencies are contacted**, where appropriate e.g. referral to primary school behaviour and attendance partnership. (SBAP) or School’s and Families Support Service (SFSS) depending on the needs of the child – this will always be done in consultation with the parents.
 7. **Fixed term exclusion** - A fixed term exclusion occurs when there is any major disruption of class or serious violation of school values that puts the child or others at risk, for example an assault on a member of staff, an attack on another pupil or causing significant damage to school property.
 8. **Permanent exclusion** –Very serious incidents may result in 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 yellow or red card for whatever the reason, it is an expectation that they will make a verbal apology 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 have their reflective conversation and make their apology at the earliest opportunity the next school day.

Parents of pupils who have been hurt or upset by another child will be informed of the incident and made aware of 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. On the pupils return back to school following an exclusion there will be a reintegration meeting with the Headteacher, parents, pupil and governor who is on the Disciplinary committee. A reintegration plan is discussed and agreed – this is then reviewed over a three week period. Any child returning to school following exclusion will be supported appropriately as laid out in the plan.

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 (SEN)

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), Educational Psychologist or School's and Families Support Service (SFSS) 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 are showing behaviour which is not in keeping with our school values, 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.

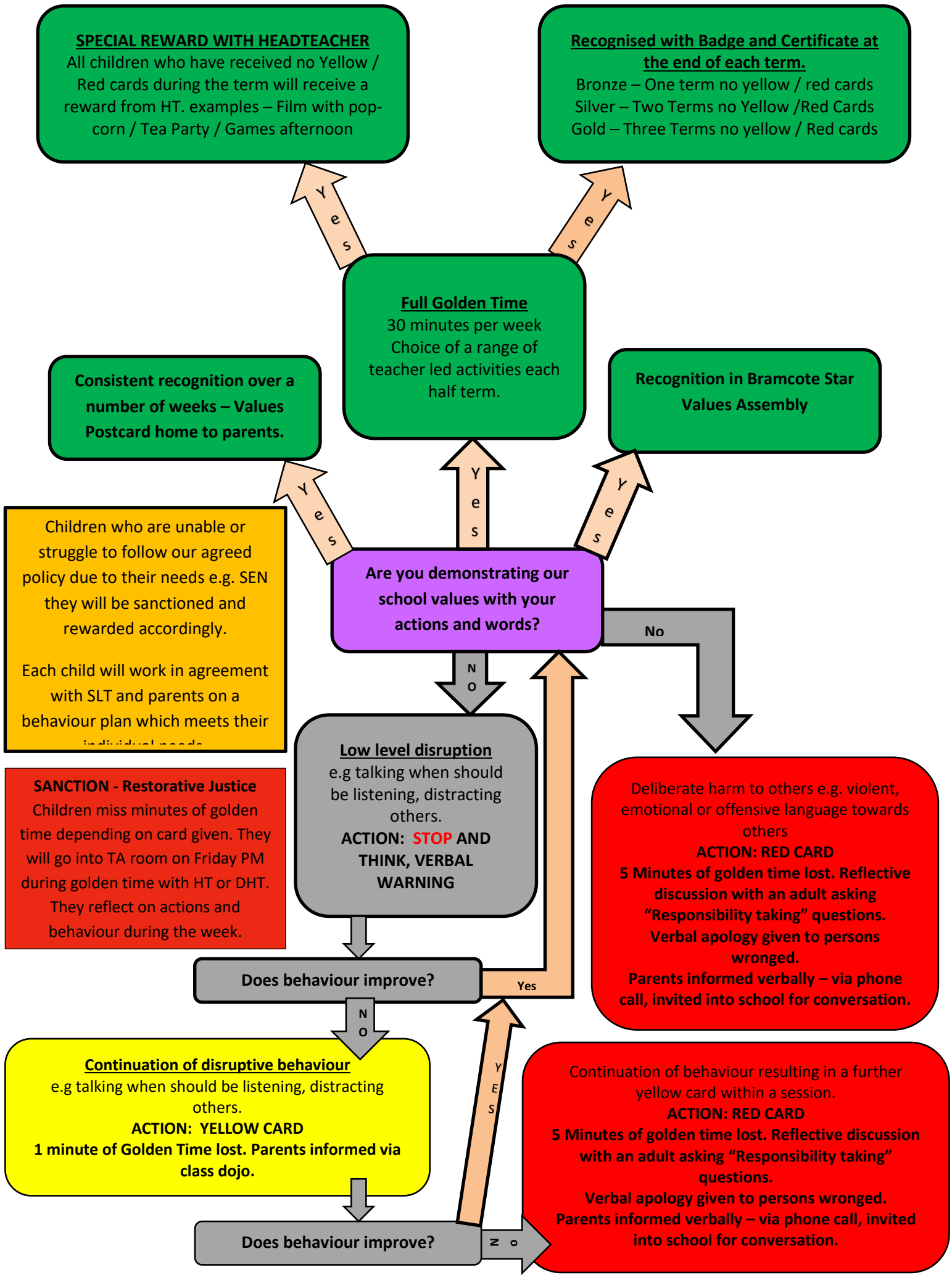
MONITORING AND EVALUATION

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.

Written - September 2018

Review Date – September 2019





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 than 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 | | | | | |