

The Beeches Primary School



BEHAVIOUR POLICY

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Document Version

Version	Date	Author	Amendment
1.0		C Kendall	For Governor Approval
2.0	July 2016	H Marsden	Modifications and New Core Values
3.0	Sept 18	H Marsden	Additional Core Values

1. Philosophy:

We believe that good habits of work and behaviour are essential for effective teaching and learning. Individuals have a right to develop and work in an atmosphere of respect, trust, security and openness, where positive relationships are celebrated within the school and wider community. We recognise that good behaviour needs to be taught and that we need to develop good self esteem in order to maximise children's potential to meet the learning and social challenges in the school environment.

Inappropriate behaviour is often the result of poor self-esteem. We know that children who feel good about themselves learn more easily and retain information. For this reason our behaviour policy is based on a positive approach to problems and is aimed at building self-confidence and self-esteem. We have high expectations in terms of both achievement and behaviour. The aim of this policy is to recognise and encourage good behaviour, rather than simply punish bad behaviour.

The key elements of our policy being:-

- . clearly defined shared goals
- . creation of a safe and caring environment
- . recognition of individual worth and success
- . tolerance and understanding of others
- . willingness to hear what others are saying (be this children or adults)
- . acknowledgement of the right to be listened to.

2. Purpose:

Our behaviour policy will:-

- foster a safe and secure environment
- create a purposeful learning situation by allowing effective teaching to take place
- encourage children to value themselves and each other as individuals and tolerate each other's differences, thus emphasising positive relationships
- enable children to develop self-esteem and confidence
- emphasise good behaviour and help children develop responsibility for their own actions, by the establishment of systems to reinforce good behaviours and modify unsociable ones.

All members of the school community; teaching and non-teaching staff, parents, children and governors, work towards the school aims.

3. Success criteria:

We shall be succeeding when:-

- All staff are familiar with the terms of the policy and implement them consistently, in the belief that they have a supportive framework within which to operate.
- Children value the acknowledgement of their successes and achievements, in the knowledge that the system is accessible to all equally. (Satisfactory behaviour should not be taken for granted).
- Children, staff and parents recognise that sanctions are fair, appropriate and actually address the problem.
- The pastoral system responds effectively to the needs of pupils, parents and staff.
- There is adequate and appropriate learning support and personal professionalism.
- Children feel free from threat of bullying or intimidation and are secure in all areas or situations throughout school.
- Parents express confidence in the school's behaviour policy and the wider community acknowledges that the school deals effectively with behavioural issues.
- The implementation of the policy is monitored and aspects of it are evaluated on a regular basis.

4. Behavioural Expectations

As a school we strive to create a positive, caring environment for all. It is recognised that in order to achieve this, all individuals within the school must be clear about the standards to which we are aspiring. Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. To this end it is important that all staff adhere to the systems described in this policy.

There is a shared set of rules that apply throughout the school day, whether in the classroom, moving around the school, outside or out of school on a visit.

Our School Rules

We listen while the teacher is talking.

We do not disturb others while they are working.

We do what is asked straight away without arguing.

We respect everyone. We treat other people the way we would like to be treated.

We treat school and other people's property with care.

These rules are displayed in each classroom. They are the focus for initial lessons at the beginning of each academic year and are followed up on a regular basis in the classroom. At the beginning of a new school year each class will also agree on their own class charter, which will reinforce the School Rules and the Core Values.

5. Core Values

The eight core values aim to promote a consistent view on effective and independent learning and promote learners' wellbeing. A positive impact on behaviour for learning leads to a positive impact on engagement, attainment and progress. There is a focus on praising and promoting positive behaviour around the school.

Articulate (white):

- I can look at the person I am talking to.
- I can speak clearly.
- I can be confident and speak in front of an audience.
- I can think before I speak, so that I make sense.
- I can use the key words for the topic.
- I can listen attentively.
- I can ask and respond to questions.
- I can make observations.
- I can recall events and retell stories.
- I can express ideas, feelings and opinions.
- I can use formal or informal language.

Collaborative (red):

- I can listen to other ideas and opinions.
- I can be a leader and a follower.
- I can work as part of a team.

- I can take turns.
- I can encourage others.

Caring (blue):

- I can consider other people's feelings.
- I can look after myself, my community and my environment.
- I can celebrate differences.
- I can respect other people.
- I can take pride in my learning and who I am.
- I can help others.

Curious (orange):

- I can explore my interests.
- I can explore why things happen and how they work.
- I can ask questions and look to discover the answer.
- I can try my best to learn new things.
- I can use my imagination.

Resilient (yellow):

- I can learn from my mistakes and my behaviour.
- I never give up.
- I keep going when things get difficult.
- I can challenge myself.
- I can work independently when I get stuck.

Reflective (purple):

- I can talk about my work and behaviour.
- I can suggest ways to improve.
- I know when I've done well and when I could have done better.
- I can question what I am learning about.
- I can look at my feedback to improve my work.
- I can consider links in my learning.

Excellent (green):

- I can aim to be the best I can be.
- I can achieve my target.
- I can challenge myself to be better.
- I can aim high.
- I can keep on trying.

Creative (silver):

- I can use my imagination.
- I can build and make things.
- I can play an instrument.
- I can express my feelings.
- I can sing and dance.

- I can solve problems.
- I can try new experiences.
- I can think outside the box.

6. Rewarding Core Values

All children who display core values should be rewarded for their effort with a token. Each value will have a different coloured token. There will be 5 House families, where children are grouped in mixed ages, across the school. The coloured tokens will be collected in houses and a series of house rewards earned. Each half term the house tokens will be displayed in tubes for the whole school community to see.

7. Recording Core Values

The Core Values need to be recorded in order that the whole school can see who displays the values and also to identify potential areas for development within the school.

Each class should record tokens given out on a class chart or using the Dojo system. Each half term this should be submitted to the Team Leader and Deputy Head with responsibility for Behaviour and Safeguarding.

8. Behaviour Monitoring

It is important for children to take responsibility for their own learning and behaviour. They should develop the skills of self-awareness and managing their feelings and how these impact on others around them.

Each class will have a chart consisting of 5 zones. (See Appendix 1) All children will start in the green zone. By helping others to manage their behaviour they can move into the blue zone. If they need a reminder about behaviour they will move into the yellow zone, or the orange zone, if time out is needed. The red zone is for more serious behaviour that needs Senior Leadership intervention.

Children will receive support and have the opportunity to earn their way back into the green zone following some restorative justice and after demonstrating an understanding of the impact of their behaviour on others.

9. Recording Sanctions

All negative behaviour should be logged on the school system: integris. This provides school and parents with a log of behaviours and actions, which may be needed when referring for intervention. Please do not include the names of other children on behaviour logs.

Staff should log repeated yellow zone behaviour, repeated orange zone behaviour and orange zone at the end of the day, using the appropriate codes.

Senior Leadership will log red zone behaviours.

All incidents of bullying should be logged and incidents logged under neutral behaviour for the victims of bullying.

All prejudice related incidents must be logged on integris as the school has a duty to report these.

10. Behaviour Management

Below are some points for all staff to be aware of:

1. Expect to give and receive respect.

2. All adults in school need to be aware of their own behaviour i.e.

Tone of voice

Facial expressions

Shouting

Finger pointing

Body language

Frequency of smile

Frequency of frown.

3. Encourage a firm, fair and consistent approach with regard to expectations.

4. Children must have knowledge of the School rules and other clearly identified boundaries.

We will:

a) Be firm rather than aggressive;

b) Criticise the behaviour, not the person/individual, so as not to damage the child's self-esteem;

c) Avoid sarcasm;

d) Speak to children about their behaviour in private rather than in front of their peers.

e) Ensure that children are listened to carefully and that the facts are established.

f) Ensure that there is restorative justice, for example a sorry card.

11. SEND and other vulnerable pupils. (View in conjunction with SEND, Safeguarding and Anti-bullying policies).

There are a number of reasons why pupils with SEND, and other vulnerable pupils, such as new arrivals, may behave inappropriately. It may be that they do not have the cognitive, physical, or social and emotional competences necessary to understand and follow a school rule. They may not understand an instruction because, for example, they have a hearing or speech and language impairment. They may not, as with a child who has severe learning difficulties, have reached a developmental stage where they are capable of comprehending something as abstract as a general rule. They may have attention difficulties that mean they cannot sit still for long periods, and so be unable to comply with requirements to sit still in an assembly or whilst listening to a story. These situations will be dealt with on an individual basis.

Inappropriate behaviour may also be that despite the pupil has the necessary competences, and the right incentives to use them are in place, they are experiencing such stress that they are temporarily unable to make rational choices. Examples include a pupil:

- Who has been abused, lives in a household where there is domestic violence
- Who is worried about a sick parent, has experienced a bereavement
- Who is being bullied
- Whose parents are in the process of an acrimonious separation or divorce
- Who is repeatedly teased because of a disability.

12. Procedures for Monitoring and Assisting Behaviour in the Red Zone

On occasions a child's behaviour may come within the unacceptable band either through a build up of inappropriate actions or one major incident. Certain behaviors may necessitate a swifter course of action, particularly when a child has become extremely distressed or is behaving in a violent way towards children or adults. For such situations the following procedures are adopted.

- Through talk and gesture, attempts are made to calm the situation. Non-aggressive body language and controlled use of voice.
- A child may need to be assisted to a quiet/ safe area of school in order to calm down. If this is necessary, two adults must be present.
- Positive handling techniques may need to be employed. Key staff receive additional training in safe ways to handle children. Only trained staff may use these procedures.
- Parents may be contacted to come to the school. All parents will be informed directly about such incidents.
- All incidents will be recorded on integris.

- The use of the Seclusion Centre may be necessary.

13. Lunchtimes

Lunchtime Staff are responsible for ensuring that Core Values are rewarded and behaviour problems dealt with during lunchtime. Serious incidents should be referred to the Senior Leader on lunch duty.

It is important that Lunchtime Staff are familiar with the policy so that their expectations are consistent. If children do not respond to reminders about their behaviour from lunchtime staff, they follow the sanction code below:

1. Reminder about behaviour. If behaviour repeated:
2. Asked to play in a restricted play area where they can be seen by staff. If behavior repeated:
3. Time out (for a maximum of 5-10 minutes) standing in a specific area of the playground. Not facing a wall. If behaviour repeated:
4. Senior Leader on duty informed.

This sanction code applies to incidents occurring within one lunchtime. Each day will start anew with staff beginning with positive reinforcements rather than continuing sanctions over a number of days.

14. Detention and Confiscation

On rare occasions it may be appropriate for a member of staff to confiscate an item that a child has brought into school. Items that are deemed to be potentially harmful, pose a threat or distraction to others or are a health and safety risk may be removed. For example; a mobile phone or a piece of jewellery. The item may be taken until the end of the day where it will then be returned to the child and a reason for confiscation explained to the parent or carer.

Children may be detained for poor behaviour outside school hours. They may be asked to sit for a maximum of 5-10 minutes (appropriate to the child's age) to reflect on their behaviour.

15. Discipline off the school site.

During educational visits children are expected to adhere to the School Rules, as they would in school. The school expects a high standard of behaviour to be displayed. Pupils who misbehave will have the same sanctions imposed as described above.

At the end of the school day the class teacher waits to ensure that all the children are handed over to a responsible adult. KS2 children may go home alone with parental consent. Therefore no accountability will be taken by the school for misbehaviour that occurs between home and school once the responsibility of the child has been passed to the collecting adult. However, if an incident is reported to the school we may become involved. Behaviour during after-school clubs will be dealt with in the same way as any school based activity. Parents will be informed of any continued behavioural issues during such activities and the problem will be resolved with liaison between home and school.

16. Available support for parents

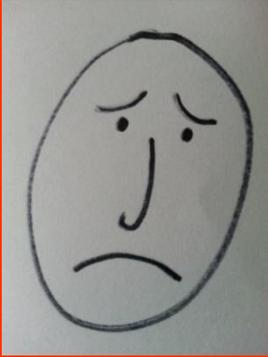
Parents will be informed if their child is persistently misbehaving. They can often offer insights as to why their child may be experiencing problems. A constructive joint approach between home and school will promote consistency for the child, and is more likely to be successful in bringing about changes in the child's general behaviour. A range of systems that are specific to the child's needs may be put into place to promote and reward good behaviour. An example of this may be a smiley chart where by the child receives a smiley stamper or sticker for each session that s/he has behaved well. These mini targets can then be altered and extended as necessary.

If a parent or guardian wishes to learn more about how to develop their children's social, emotional and behavioral skills then they should speak to the Deputy Head with responsibility for Behaviour and Safeguarding who will be able to offer advice about specific courses that are available to parents or other outside agencies that may be of help. We can also suggest additional strategies that they may wish to try at home.

17. Monitoring and Review

This policy will be reviewed on a regular basis following consultation with staff and governors. A parental questionnaire will be distributed and discussions with the children held. We will look to assess whether the policy continues to effectively support the day-to-day management of behaviour difficulties; uses existing resources as efficiently as possible; and actively promotes the principles of equality of opportunity for all pupils.

18. Appendix 1 – Staff Guidance

	<p>Reward Core Values: Collaborative, Caring, Curious, Resilient, Reflective, Articulate, Creative and Excellent.</p> <p>Dojo or class chart to be handed in termly to Team Leader and Deputy for Behaviour and Safeguarding.</p>
	<p>Reward Core Values: Collaborative, Caring, Curious, Resilient, Reflective, Articulate, Creative and Excellent.</p> <p>Dojo or class chart to be handed in half termly to Team Leader and Deputy for Behaviour and Safeguarding.</p>
	<p>Adult or peer intervention within the class.</p> <p>Repeated behaviour passed up to Team Leader and record on integris.</p>
	<p>Time out with a partner class or team leader.</p> <p>Team Leader must be informed of behaviour.</p> <p>X3 in orange or at end of day send letter to parents and record on integris</p> <p>Repeated behaviour passed up to Deputy for Behaviour and Safeguarding.</p> <p>Early Help Assessment; Parenting Advice; Family Support Work; or Play Therapy to be considered.</p>
	<p>Time out in quiet place.</p> <p>Senior Leadership intervention.</p> <p>Deputy for Behaviour and Safeguarding must be informed.</p> <p>SLT to speak to parents.</p> <p>Early Help Assessment; Parenting Advice; Family Support Work; or Play Therapy to be considered.</p> <p>SLT to record on integris.</p>

19. Appendix 2 Child I can statements

	<p>I can help children to sort out their problems. I can help children to keep calm. I can mediate between children. I know what to do if I see inappropriate behaviour. I always stay on task and complete my work. I can be kind to other children. I can help other children. I can show good manners. I always try my best and never give up. I always listen carefully to adults and children. I can work in a team. I can reflect on how things are going and the next steps. I always line up quietly and sensibly and walk around the school. I can ask lots of questions and show curiosity. I can model excellent behaviour. I can help children to sort out their problems. I can help children to keep calm. I can mediate between children. I know what to do if I see inappropriate behaviour.</p>
	<p>I can follow the school rules. I can listen to the person who is talking. I can work without disturbing others. I can do as I'm asked straight away. I can show respect by treating others as I would like to be treated. I can treat the school and other people's property with care.</p>

		<p>I am trying to stay focused, but finding it difficult to follow the school rules. I need a reminder.</p>
		<p>I am feeling frustrated and stressed. I need help to calm down and to follow the school rules. I need time out. Team Leader or Partner Class intervention.</p>
		<p>I am feeling overwhelmed or angry. I need a quiet place to calm down. Senior Leadership intervention.</p>