



BEHAVIOUR POLICY

Review Date: September 2020

Aims and Expectations

Positive learning behaviours are underpinned by the federation values. At Burley and Sopley, there is an expectation that all behaviour will be exemplary. Our teaching and learning engages children's interest and is pitched appropriately to ensure behaviour is at its best. Our children learn in an environment where mutual respect flourishes and whereby they follow good examples set. In line with our federation vision and values, we expect behaviour to be positive, therefore leading to high standards and progress in life and learning.

Principles

Our values apply to all children and adults and have been decided by the whole school community. Rather than having rules, we strive to demonstrate our values in all that we do. Our behaviour policy is non-discriminatory and inclusive. All members of the school community have a responsibility, through ownership, to support the federation's values which are:

- Honesty
- Enthusiasm
- Ambition
- Respect
- Togetherness

We aim to do this by:

- Ensuring that every parent and member of staff is aware of, and has access to, the behaviour policy
- Ensuring that all pupils are aware of what behaviour is acceptable and the sanctions of unacceptable behaviour
- Teaching and reinforcing the values of the school. Encouraging children to report incidents of racism or bullying to staff and ensuring that we listen to them, they trust us and know that we will help them with problems they may have
- Having behaviour strategies in school that are understood and consistently followed by all, taking into account individual circumstances
- Remembering that we are all individuals and that we have a **moral and professional** duty to cater for the needs of **everybody** so that they can achieve their best

Roles and Responsibilities of the Class Teacher

The class teacher is responsible for the day-to-day management of behaviour in the classroom as in line with the Teaching Standards Section 7: *Manage behaviour effectively to ensure a good and safe learning environment*. Praise is a key strategy used to motivate and encourage children. This, along with providing memorable and enjoyable learning experiences, promotes positive attitudes to school, life and learning. Class teachers are also responsible, with the Inclusion Manager, for considering any aspects of teaching and learning that need to change in order to

alter a pattern of behaviour. This may include seating arrangements, differentiation of work, LSA support or the classroom environment. Class Teachers are responsible in applying consistency for children, and having a strong knowledge of the 'individual' child and their interests.

LEADERSHIP TEAM

The Executive Head Teacher and Executive Deputy Head Teacher, are responsible for the day to day management of behaviour in the school. They should only be called for if a child's behaviour is stopping other children from learning or the children are a danger to themselves, others or property. Behaviour logs are completed by the Head and Deputy for all incidents which they deal with. This level of involvement will come as a result of a child finding it difficult to sustain positive behaviour over a period of time or a 'severe' incident of behaviour as outlined above. If necessary, the Executive Head Teacher or Executive Deputy Head Teacher will work with Class Teachers and Children in positive behaviour strategies through the use of a collective behaviour chart with set targets that are discussed with leadership, teachers, LSAs, children and parents. The Executive Head Teacher is responsible in deciding if any behaviour should lead to an exclusion, and will be responsible for the communication of the exclusion to parents, the Local Authority, and child, as well as a reintegration interview on returning to school.

SENDCo

The SENDCo supports teachers through discussion of PLP and behaviour plan targets and the involvement of outside agencies including any referrals which may need to be made, such as the Primary Behaviour Support (PBS) service, or Education Inclusion Service (EIS)

LSAS

LSAs use the strategies in place to support the class teacher with behaviour management issues and ensure the teacher is informed of any incidents within and outside of the classroom. LSAs may work with identified children in groups, one to one situations or within the classroom to help the class teacher to manage behaviour within the class.

CHILDREN

The children are encouraged to take ownership of their behaviour through discussion work and reconciliation. Children are encouraged to think about, and discuss, what has led them to the point of poor behaviour and what can be done to rectify the situation. Children are involved in discussions in SEAL and PSHE sessions, time out sessions or behaviour groups or one to one work.

PARENTS

Parental involvement is crucial for successful behaviour at school. Parents are asked to support the school through;

- Ensuring children attend school in good health, punctually and regularly.
- Supporting staff in the implementation of all school policies
- Taking an active interest in their child's behaviour and attainment through attending meetings, signing behaviour records and so on.
- Attending meetings such as parent evenings, ensuring early contact with the school to discuss matters which may affect the child's well being or achievement.
- Be prepared to work in partnership with the school to improve their child's attitudes to school, life and learning if necessary.
- Praising their child when high achievement and effort is reported and discussing any incidents of negative behaviour with them that is reported by the school

Rewards & Praise

As a federation, we reward and praise children for demonstrating our school values, which happens in a variety of ways. Teachers are encouraged to send children who have demonstrated a school value to the Executive Headteacher or Executive Deputy Headteacher for praise and acknowledgement. We are positive in our approach and notice and reward good behaviour at every opportunity using a range of rewards. The children are made aware of the rewards system in their class and in both schools as a whole.

Rewards include:

- Green card on behaviour chart
- Dojo's
- Extra responsibilities in the classroom e.g. monitors
- Certificates to take home or display in the class
- Special privileges e.g. extra playtime, class rewards
- Sharing achievements with parents
- Sharing achievements with other staff
- WOW work on display in the hall
- 'Good to be gold' cards on behaviour chart
- One child per class will be chosen to sit on the golden table once a week
- Praise postcards
- Verbal rewards
- Stars, stickers and smiley faces

Dojos

Dojos are a whole school reward system to encourage the children to work together to follow our shared values.

- All children are grouped into four teams
- Points are given by members of staff for behaviour, good work and for following the federation's values
- Each team has a captain chosen from y6 who will collect house points/dojos weekly
- The results of the winning team will be shared and displayed during the **Celebration Assembly** on Friday and the winning team will earn a mufti day for the following Friday

'Good to be Green' Scheme

Under the 'Good to Be Green' principles, each morning and afternoon is a fresh start. Every class has a behaviour chart where each morning and afternoon all children begin by earning their green card; this demonstrates the expectation that each day will be a positive one. Children know that there are consequences when making inappropriate behaviour choices.

The Good to be Green scheme provides:

- A consistent and fair approach to behaviour management
- Clear systems to reward good behaviour and sanctions for inappropriate behaviour
- A system that allows children to take ownership of their behaviour and their rewards

The System

Every child starts their morning/afternoon on a positive note by earning their green card which is displayed in their pocket of the class chart. The card is a visual reminder that the child is demonstrating our school values. If they are still on green by the end of the day, the child is awarded a tally on the class chart. 35 tallies will earn a reward badge.

Steps for inappropriate behaviour are as follows:

- A general positive comment is given e.g. ‘Well done to everyone’
- Verbal warning is given, stating what needs to change about the behaviour
- Stop and think card is issued if the behaviour continues
- Yellow card is issued if the behaviour continues (5 minutes taken from break time/lunchtime/reward time). The yellow warning gives the child the opportunity to reflect, consider and review their behaviour. It is possible for a child to earn back a green card and this is actively encouraged
- Red card is issued if the behaviour continues (10 minutes taken from break time/lunchtime/ reward time). Persistent Level 2/ level 3 behaviour (see table below) would equate to a red card which would then have a consequence of loss of playtime or reward time and parents will be informed. Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents will be asked to come into school.

<p>Level 1</p> <ul style="list-style-type: none"> • Out of seat • Rocking on seat, slouching • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • In wrong place • Not working • Not clearing up 	<p>Sanction Within Classrooms:</p> <ul style="list-style-type: none"> • Informal gesture: eye contact, frown, gesture. • Moving the child to a different seat. • A private reminder about the behaviour we wish to see- inviting them to make the right choice. • Repetition of task/ completion of work in own time.
<p>Persistent Level 1 / 2</p> <ul style="list-style-type: none"> • Distracts others • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair, • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with other’s property • Minor deliberate damage (pencils) • Leaves the room without permission • Lies(older pupils) • Telling lies to get others into trouble • Answering back or constantly questioning adults decision or request • Persistent rough play 	<p>Sanction Within Classrooms:</p> <ul style="list-style-type: none"> • YELLOW CARD 5 minutes taken away from playtime, lunchtime or reward time.
<p>Persistent Level 2 / 3</p> <ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Refuses to obey instruction • Destroys others’ work 	<p>Sanction</p> <p>RED CARD sent to member of Senior Leadership Team (SLT) and call home/discussion with parents. 10 minutes taken away from playtime, lunchtime or reward time.</p>

<ul style="list-style-type: none"> • Insulting, name calling • Petty theft • Damage to property or equipment (including play equipment). • Threatens violence • Stealing 	
<p>Persistent Level 3 /4</p> <ul style="list-style-type: none"> • Physical or violent assault causing injury • Sexualised behaviour or assault • Serious damage to property (e.g. vandalism) • Carrying a weapon with the intention to wound (e.g. knife) • Persistent Bullying or racist threats and abuse 	<p>Sanction</p> <p>Immediate Red Card - Sent to HoS/ExHT who will contact parents – possible exclusion.</p>

Sanctions

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied **fairly and calmly**. The smallest possible sanction that is effective should always be used. Children need to know why they are being “punished” and need to be given the opportunity to make amends. Sanctions should be applied in a way that maintains **self-respect**. Whole group sanctions should be avoided where possible. Sanctions should be applied as soon as possible after the behaviour has occurred. Sanctions must be applied consistently, firmly, fairly and without confrontation.

Support for staff

It is recognised that dealing with behaviour difficulties can be stressful for staff and it is not always easy to ask for help. We believe that dealing with difficult behaviour is the collective responsibility of all staff in the school not just the SLT (Senior Leadership Team) and we expect staff to be supported by the parents. Where persistent poor behaviour is difficult to manage and the class teacher has **exhausted** effective behaviour strategies in the classroom or playground situation, the SLT will become involved. This may mean referring the child directly, or providing support and advice for the staff involved.

Staff Responsibility and Monitoring

All staff will have responsibility for the management of classroom behaviour and share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc.). Some children may require an individual behaviour plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained. This may mean there are additional behaviour systems used that fall outside of ‘Good to be Green’.

- Lunchtime staff are expected to manage and support behaviour at lunchtimes
- The SLT will monitor pupil behaviour at all times and will liaise with staff and parents whenever required.

SEND

As a fully inclusive school, we understand that some children need extra support. A child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCO, parents/carers, adults working with the child and the child itself. See SEND Policy.

Fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the Executive Headteacher has the authority to exclude a child from the school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The Executive Headteacher may also exclude a pupil permanently. If the Executive Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal. The Executive Headteacher informs the LEA and the Governing Body about any exclusion.