



Behaviour Policy

Status

May 2019

Draft for Governors

May 2019

Accepted by Governors

May 2021

Date for Review

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Introduction

We believe that in order for children to become successful learners within a happy, safe and secure environment we need to foster appropriate behaviours and attitudes. All pupils have the right to learn without being disrupted by others. This policy aims to outline our procedures, all of which work together to create a calm and purposeful learning environment.

The purpose of this policy is to set out a clear, understandable discipline structure within which children and adults work in school. We base our policy on the principle of respect – for all adults and children in school and on respect for property. We aim to encourage parents and carers to be involved in helping the school ensure good behaviour by all pupils.

Principles

In order to achieve our rationale we work in partnership with parents to develop a mutual understanding so that:

- The management of behaviour is a dual responsibility, within which mutual support is offered
- Value is placed on publicising and celebrating achievements and positive behaviour
- Parents are aware of any behavioural difficulties before they become ‘big’ problems
- Parents are aware of our expectations
- We reward positive behaviour
- We involve children in establishing and discussing rules
- We have a consensus of opinion regarding appropriate/ inappropriate behaviour
- We aim to provide an environment in which children are listened to, with the confidence to talk about behavioural issues
- We make our expectations explicit to the children
- We provide an environment and opportunities which foster positive behaviour from the outset
- All adult/ child relationships are based on mutual respect

- We aim to understand the reasons behind a child's behaviour and use this knowledge to support their individual needs
- We welcome the support and expertise of outside agencies

Parental Involvement

The relationships established with parents ensure that staff are able to discuss children's behaviour, both positive and inappropriate, on a regular basis. Opportunities arise through daily contact; first thing in the morning, collection from the classroom at the end of the day and through parent's evenings.

Strategies for Fostering Positive Behaviour

The staff work together to ensure the positive and appropriate behaviour of our children at different times in the school day.

Appropriate behaviour in the classroom

Ensuring that consistent routines are in place for:

- Entering and leaving the classroom
- Tidying up
- Quiet reading time
- Organisation and storage of resources
- Holding regular Circle Time meetings
- Making expectations explicit
- Setting clear boundaries
- Praising and rewarding appropriate behaviour
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Using an appropriate voice at an appropriate time
- Creating an atmosphere in which all adults are valued regardless of their roles
- Having a clear system for rewarding appropriate behaviour
- Attempting to focus on positive behaviour and dealing effectively with inappropriate behaviour

Roles and responsibilities: Class teachers, non-class based teaching staff, teaching assistants

Appropriate behaviour in the playground

Having clear and consistent routines for:

- Entering and leaving the playground
- Clearing away equipment
- Regularly reminding children of the established rules and routines
- Ensuring all children have equal opportunities to use the equipment
- Adults on duty becoming involved and initiating playground activities

Roles and responsibilities: All members of staff who do playground duty

Appropriate behaviour at dinner time

All adults manage dinner time in a consistent way and are valued regardless of their role:

- Having clear and consistent routines
- Modelling good table manners
- Organising seating to encourage positive social interaction
- All the above playground strategies

Roles and responsibilities: Lunchtime team, all staff present in dinner hall

Appropriate behaviour around the school

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour.

The atmosphere around the school is kept happy and purposeful with an emphasis on high quality teaching and learning.

Where appropriate children are sent in pairs to ensure safety and desirable behaviour.

Roles and responsibilities: All adults working in the school.

Appropriate language in school

Positive language used e.g:

- You need to...
- We always...
- I like the way you...
- I can see that...

Referring to children by their name.

Using please and thank you.

Explaining and discussing why things are appropriate/ inappropriate.

Roles and responsibilities: All adults working in the school.

Rewards & Sanctions

Dojo Points

Children receive Dojo Points for positive behaviour. The following behaviours will cause a dojo point to be deducted:

- Off Task
- Not being honest
- Being unkind
- Not following instructions
- Not listening

The children will initially receive a reminder, then a warning, followed by the deduction of a dojo point. Children will then miss 5 minutes of their playtime.

The following behaviours will instantly deduct 5 dojo points:

- Persistent disruptive behaviour
- Damage
- Theft
- Fighting with another child
- Physical assault against a child
- Physical assault against an adult
- Extreme verbal abuse to a child / adult

When a child has lost 5 dojo points they must visit the Head Teachers office at lunchtime to miss ten minutes of their time.

Star of the Week

Every week a 'Star of the Week' is chosen by the class teacher. Children are chosen to receive a reward for an achievement they have made. In Celebration Assembly the children are presented with their certificates and a prize. The children are also invited to afternoon tea with the Head Teacher.

Values Star of the Half Term

Our School promotes five core values. Each Half Term one value is explained through assemblies and the curriculum. Each Half Term the class Teachers will nominate a child for the 'Values Star of the Term' and the Head Teacher will decide who should be awarded this.

Breaks and Lunchtimes

At break times and lunchtimes, pupil behaviour is monitored. Pupils who are making others unhappy or are uncooperative with staff in charge may:

- Be asked to stay with an adult rather than join in with games
- Have behaviour reported to class teacher or a senior member of staff

Parents/carers are contacted if there is serious concern about a pupil's behaviour, especially if;

- There has been a general decline in attitude or attendance
- There has been a serious incident
- The child is not responding to our rewards and sanctions
- If a child is on "red" Parents will be spoken to by class teachers at home time

In serious cases we may consider:

- A daily home/school book to enable parents or carers and school to work together more closely
- A positive Handling Plan which sets out expectations very clearly and also has definite sanctions

And in exceptional circumstances we will consider:

- Exclusion at lunchtimes (if playground behaviour is the major problem)
- Formal fixed term exclusion from school
- Permanent exclusion

Early Years

Nursery

Nursery have a Diamond to reward positive behaviour. Children's photographs will be placed on the Diamond to celebrate their behaviour. Children will be provided with instant praise and rewards. If a Nursery child displays disruptive behaviour, they will sit and think for 3 minutes with the sand timer available as a visual aid.

Reception

Reception also follow the Dojo reward and sanction system.

Loss of 1 dojo – 5 minutes of thinking time.

Loss of 5 dojos – 5 minutes in another class.

Circle Time

Circle Time is a key factor in our approach to positive behaviour. It ensures that children are given clear guidelines on behaviour, have a regular opportunity to reflect on their own positive behaviour and to discuss any problems they may have encountered. It also provides opportunities for celebrating success and to help build self esteem and co-operative skills, as well as essential skills of learning; looking, listening, speaking, thinking and concentrating.

Each class holds a regular Circle Time. Lessons are planned so that over a series of sessions children explore one or more of the Diamond Rules, or discuss issues that are key to that class. The structure of the session will normally include a co-operative game, a round and an open forum. Using this format to the lesson provides children with the experience of dealing effectively with their own problems and with conflict situations.

Diamond Rules

The Diamond Rules are displayed in each classroom and all children are made aware of what they are. Assemblies are planned to reinforce each of the Diamond Rules.

Always be kind

Always be gentle

Always listen

Always work hard

Always look after property

Always be honest



Exceptional Circumstances

For some children experiencing behavioural difficulties the usual systems of rewards and sanctions may not be enough to help them to adopt positive behaviour patterns. These are children who may be persistently challenging or who are very withdrawn. These behaviours may come about for a variety of reasons and it is important for us to understand the range of possible factors affecting individual children's behaviour. When attempting to understand children's attitudes in school we must consider other influences on their behaviour which may include any of the following:

- Changes in home life
- Cultural differences between school and home
- Perceived lack of academic progress or success
- No clear boundaries given out of school
- Inconsistencies in expectations between home and school
- Lack of strategies for dealing with worries or problems
- Low self esteem

Very often the child has a self-image in which they are 'naughty' and this is often reinforced by other children in the class. They are often afraid of accepting praise, especially if their experience of adults is that they are often unpredictable. We need to find ways of working together, the class, the teacher and the child, to create a new image and a secure environment in which positive behaviour has rewards.

Where the traffic light system is not appropriate for an individual, an Individual Behaviour Plan (IBP) or Positive Handling Plan will be written and used in place.

Roles & Responsibilities

The Role of Governors

- To set down these guidelines on standards of discipline and behaviour and to support the Head Teacher in carrying out these guidelines
- To advise the Head Teacher about particular disciplinary issues

The Role of the Head Teacher

- To implement the school Behaviour Policy consistently and to report to governors, when requested, the effectiveness of this policy
- To support staff in the implementation of this policy
- To ensure the health, safety and welfare of all children in school
- To give Fixed Term **Exclusions** to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the Head Teacher may permanently exclude a child.

The Role of the Class Teacher

- To ensure the school rules are enforced and that children behave appropriately at all times
- To have high expectations of all pupils
- To treat each child fairly and consistently
- To keep records of behaviour where appropriate
- To seek help and advice with persistent inappropriate behaviour
- To keep parent's fully informed of any behaviour issues
- To keep IEP's and behaviour logs up to date for any child with behaviour needs on the SEN register
- To inform the Head Teacher of all serious incidents of misbehaviour

The Role of the Support Assistant

- To ensure the school rules are enforced and that children behave appropriately at all times
- To have high expectations of all pupils
- To treat each child fairly and consistently
- To keep records of behaviour where appropriate (SEN support)
- To seek help and advice with persistent inappropriate behaviour
- To keep the class teacher fully informed of any behaviour issues

The Role of Parents/ Carers

- The school works collaboratively with parents/carers so children receive consistent messages about appropriate behaviour
- To support the school's rules on behaviour
- To support the use of reasonable sanctions to discipline a child

Fixed Term & Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher will follow the guidance set out by Enhance Academy Trust regarding fixed-term and permanent exclusions.

Monitoring

The effectiveness of this policy is monitored on a regular basis. The results of the monitoring are reported to the Governing Body as necessary.

The school tracks the Dojo points and analyses them. The SLT will monitor these files regularly and track repeat children including the times of incidents to find possible triggers.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term or permanently.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions.

Review

This policy will be reviewed every 2 years or earlier if required, if new legislations or regulations are introduced by the government or recommendations are received on how this policy may be improved.

Examples of Appropriate & Inappropriate Behaviour in Our School

	Appropriate	Inappropriate
Classroom	<ul style="list-style-type: none"> Calm Quiet voices, moving around quietly Respect for others Positive attitude Respect for equipment, resources Considerate Tidiness Ability to listen and take turns Ability to share and take turns Good manners, using teacher's name Looking and listening to the teacher 	<ul style="list-style-type: none"> Loud voices Running around Interrupting Ignoring instructions Untidiness Isolated/withdrawn Distracting others Rudeness Not caring for other children/ adults Not paying attention Inappropriate use of equipment
Playground	<ul style="list-style-type: none"> Sharing Caring for others and resources Respecting each other's play Playing together Stopping when the whistle is blown Walking to line up Using the bins 	<ul style="list-style-type: none"> Rough games Inappropriate use of playground equipment Spoiling other people's games Bad language Not following playground routines Excluding others Aggressive behaviour
Dinner Times	<ul style="list-style-type: none"> Calm Quiet voices Saying please and thank you Using cutlery appropriately Good table manners Good playground behaviour Respect for lunchtime team Lining up quietly 	<ul style="list-style-type: none"> Not eating Loud voices Not using cutlery Demanding attention Playing with food Not saying please and thank you/ being rude Standing up to eat
Around School	<ul style="list-style-type: none"> Walking purposefully to intended destination Looking where you are going 	<ul style="list-style-type: none"> Not going directly to destination Running down corridors Loud voices

	Appropriate	Inappropriate
	Keeping hands and feet to themselves Hanging coats up tidily Respect for displays Holding doors open for adults Using toilets appropriately Polite to all people in school Knocking and waiting to be invited into classrooms/ offices	Hiding/ not keeping up in the line Mistreating displays Not caring for own or others belongs Messing around in toilets

