

Axbridge Church of England First School Academy



Behaviour Policy

Signed:

Date of policy: January 2016

Review of Policy: January 2017

Behaviour Policy

Caring for each other

Behaviour in our school

In our school we aim to create an atmosphere in which everyone cares for each other. It is important that every child in school feels secure and cared for, in surroundings that are calm and ordered, so that effective teaching and learning can take place. All our actions have the best interest of the child as our core principle following our duty of care to all our pupils.

Each child is unique but, while we provide for individual needs, we must encourage every child to see themselves as a member of our whole school community and behave accordingly. All our children are expected to behave in a responsible manner, both to themselves and to others, showing consideration, courtesy and respect for other people at all times. All staff are expected to model this behaviour at all times.

We believe that good behaviour needs to be carefully developed and we see this as part of our task in school. We want our children to develop self-discipline and become responsible and independent. We believe that children learn best when they are clear about what they are continually and consistently encouraged to do. So we have developed a framework which is based on rules, rewards and consequences.

The school rules

These are the rules which we expect all children to keep:

THE GOLDEN RULES set out below:

- We are gentle to others
- We are kind and helpful
- We work hard and try our best
- We look after our belongings and our school environment
- We listen to others
- We are honest

Golden Rules for the playground

- We are gentle to others
- We are kind and helpful
- We play well with others
- We care for the playground
- We listen
- We are honest

Golden Rules for the Dining Hall

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners

Reward Systems

These rules are displayed in all classrooms and in the lunch hall. We discuss these rules in school and within classes, so that all children are very clear about what is expected. Then the children make the choice of how to behave and accept responsibility for their own actions. We encourage children to behave well by recognising good behaviour with praise, stickers and certificates to take home.

- Within the EYFS, classes use a smiley face system. Each child has a peg that moves between three faces according to their behaviour eg unhappy, happy very happy.
- In Willow class the children move a Dragon along a Beanstalk
- In Hazel and Chestnut Classes a frog on a log system is in place. Each child moves along the lilipads each time they achieve a golden rule. If they break one they return to the log.
- At KS2 we have a system of gold cards for good behaviour and blue cards for unacceptable behaviour.

Lunchtime Reward Systems

At lunchtime the dinner supervisors use these reward systems to support positive behaviour as well as their own sticker rewards and Golden Raffle Tickets.

We try to focus as much as possible on the children who are behaving well.

To boost positive behaviours at lunchtime the children can earn a Golden Raffle Ticket. Tickets are given out every time the good behaviour is spotted. The children take their raffle ticket back to their classes and this enables them to move on their class reward system.

To maintain a suitable noise level in the dining hall a flag system is used. A flag is moved up and down a chart painted green, amber and red. When the flag reaches red the noise level is too high and the children have to stand, at the instruction of the MDSA's, and everyone in the room is to be silent for a minute.

Sanctions

If a child chooses to behave in a way which breaks the rules, they do so knowing what will happen as a result. We have a series of consequences, which begin with low level actions and move on to the child being separated from the other children and sent to another classroom if necessary. Occasionally this results in the child working outside the headteacher's office. Eventually the behaviour will be reported and recorded. Persistent bad behaviour will be brought to the attention of the parents and ways of improvement worked out. These consequences are clearly set out so every child is treated fairly and consistently. At every stage a child is given the chance to try again and behave in a more acceptable way. ***Every day children can start again.***

The rules also apply at lunchtime and similar procedures will be followed if children misbehave at this time. This may result, in persistent cases, in parents being informed that their child must go home for dinner for a specific period.

Incidents of serious misbehaviour, such as insolence or violent aggression towards other children, will be dealt with immediately by the headteacher or the deputy headteacher.

In the case of deliberate destruction of property we would expect an appropriate contribution towards the cost of replacing the property destroyed. Exclusion of a child from school will be considered in extreme cases, but only after all other avenues have been explored.

We hope that our behaviour policy ensures that teachers can teach and children can learn, and that our school is a happy, safe place for everyone.

Assertive Discipline

This recognises and supports the right behaviour.

Consistency

We must be consistent. Every action which is a deliberate violation of a rule must be followed up, whatever the circumstance. It is essential not to 'give chances'. Every member of staff must keep strictly to the framework so that children know there is no room for manoeuvre.

Assertive teachers

Procedures are positive not hostile or threatening. Apply the procedures firmly and stay calm. Threats are not appropriate as the children know what will happen if they behave in a certain way.

Support for children

The emphasis is on children being able to try again, to get it right this time. ***It is the behaviour which is disapproved of, not the child.*** Children can choose how to behave, but they are quite clear from the outset about the consequences of their actions.

Emphasise the positive

We need to develop a positive environment with an emphasis on the children who are behaving well. Catch them being good. Tell children what you want them to do and praise them when they are doing it. Children must feel good about themselves. Do not respond to negative behaviour except to follow procedures. No argument. Children must learn that they made the choice, they chose to behave in that way and they know the consequences.

A continuous teaching programme

This must support the behaviour policy. Whole class sessions serve to strengthen the community element, but time needs to be set aside in the classrooms to teach behaviour at an appropriate level for individual groups of children. Continuous re-enforcement is essential - the rules need to be kept 'alive'. Children have a right to know and understand the rules with all their implications, so that they can choose to take control of their actions. Give time to it - the time will be made up later. The policy is not a magic wand; it has to be worked on continuously.

Tomorrow is another day

Children have the choice to get it right each day.

Stakeholders involved in the Behaviour Programme

Headteacher
 Teachers
 Other school staff
 Support agencies
 Parents/carers
 Peers
 Lunchtime Supervisors

Good Behaviour Ladder

Rewards and Incentives	
Level 1	Verbal and non-verbal praise Stars, stickers, stamps, smiley faces, golden time badges and golden cards Special responsibility e.g., tasks within the classroom Golden Time (no ICT to be used) Time each week to talk about a 'star of the week'. This will have been awarded for good behaviour and achievements linked to the golden rules SEAL and Go Givers materials are always being used to support good behaviour Star of the day
Level 2	Visit another class with good work Visit the lunchtime supervisors with good work Show good work and celebrate good behaviour in the 'Celebration Assembly' Enter the Celebration Assembly for good behaviour Headteacher awards, special headteacher's stickers Golden time events
Level 3	Visit the headteacher Be awarded a special certificate or sticker 'Headteacher star of the week' sticker from Headteacher, awarded in Celebration assembly. Name entered in Roll of Honour Book. Child of the week from each class, to have tea with the headteacher on Friday afternoons Roll of honour board for writing
Other	Special certificates will be presented at a celebration assembly, in school or church, at the end of each term. It will be considered to be a great honour to be awarded a certificate. Year 4 pupils choose a Pupil of the Year and are presented with a cup. Each year, a music shield is given to a Year 4 child for their achievements. Each year a sports shield is given to a child for their achievements Two children from each class are chosen to be on the school council by their peers.

Note: This list is not exhaustive

Sanctions Consequences Ladder

Sanctions	
Level 1	<p>A quiet word Eye contact Facial gestures displaying thoughts and opinions A statement of demands - what behaviour is expected and a time limit given Role modelling good behaviour to rectify poor behaviour Sent out of classroom with a task to be completed, with an adult Time out from a favourite activity e.g. playtime, choosing, painting, loss of Golden Time (2.30 - 3.10pm on Friday) Speak to the child's parents about the problem, low key, after school, at a time convenient to both parties Social stories</p>
Level 2	<p>Sent to sit outside the staffroom on the green chair (HLTA, LSA and students to consult with classteacher or member of SLT before doing so) The behaviour is to be logged in the behaviour report book Headteacher to speak to child and discuss behaviour The classteacher, at a time convenient to him/her, will speak, low key, to the child's parents after school Second visit to the green chair within a week will result in target negotiation between the headteacher and the child, with the emphasis on corrective behaviour, rather than punishment (see appendix for ABC sheets) Third visit to the green chair results in the headteacher reviewing the targets. If these are not met, an official letter/telephone conversation from the headteacher to the parents, inviting them to come into school to discuss the problem/situation with the headteacher, teacher and the child Target setting for the second time in the presence of parents and to be worked on at home and in school If the problems to not resolve the school governors informed of the problem</p>
Level 3	<p>If behaviour is consistently poor and level 2 sanction have failed to have impact a pupil may be removed from the school for set periods, e.g., all dinner-times, in consultation with parents Any suspension from school is in discussion with parents, Chair of Governors. The next stage is an exclusion from the school on fixed term basis A permanent exclusion</p>

It may be necessary to bypass level 1 sanction and use level 2 depending on the behaviour of a child. For example it would be appropriate to send a child to sit outside the headteachers office or sit on the green chair if the child has:

- Bitten another child/adult
- Sworn at another child/adult

These sanctions are followed at lunchtime as well.

Visiting the Headteacher

The procedure for visiting the headteacher is:

- Ask the child what they have done or tell them if they are uncooperative
- Child is asked which rule they have broken
- The behaviour is recorded in the behaviour book
- No discussion or argument is to be entered into
- The child returns to the classroom to try again or to the green chair to think, if it is lunchtime
- Target negotiation is entered into when necessary
- Parents are informed where necessary

Devising an individual behaviour programme linked to targets set with headteacher using ABC model (*see behaviour project resources in HT office*)

To devise a programme that encourages the change of behaviour from that which is unacceptable to that which conforms to the rules, the headteacher and child must be clear about the aims of the behaviour contract. Both must be clear about what it is that needs to change. Positive evidence in the form of an 'ABC (Action, Behaviour, Consequence) behaviour chart' will often be helpful to establish what it is exactly that needs to be changed. It will not be a straightforward journey. The key to success is ownership of the behaviour back to the child/individual. The purpose of target setting is for the child to take responsibility for his/her own behaviour. The target setting must be jointly drawn up and agreed by the headteacher and the child. Any strategy that leads to ownership of the behaviour is appropriate to the task.

Strategies to tailor support to individual needs could be the following:

- Reports on cards, possibly friends being enlisted to record their opinion. Peer group pressure can be very important. Circle time can be used for this.
- Reward system - a reward given each time something is done or not done at a previously agreed point. This will be tailored for each individual child. An example of this could be that if a child completed a task without disrupting others then s/he would be allowed a favourite activity e.g. Lego.
- Smiley face chart - for a complete chart perhaps a reward, agreed by both the headteacher and the child, could be given.
- Pictures - a small part to be coloured or added at an agreed time or point.
- A report card - signed by the teacher/headteacher/another significant adult if good behaviour is achieved.
- A treat - given by parents at the successful completion of a report card.
- Any target reporting visual system devised by headteacher and child that is an incentive to changing behaviour.
- Circle of friends group or equivalent created to support a child in and out of the classroom

The programme and target setting must include a visual record or achievement. The pictures/stars/smiley faces/pieces of jigsaw/report comment card etc. will encourage adherence and support the positive nature of the programme. It is tangible evidence of success and

achievement, and offers scope for re-enforcement at home and with the whole school community. It is positive evidence to show parents that the school has taken the situation seriously and made every effort to support the individual in a positive way, and to encourage behaviour that is acceptable to the whole school community.

If the child is unable or unwilling to take responsibility for his own behaviour this evidence is also be taken seriously and the next stage is to write a letter/ring to the child's parents inviting them into school to discuss the problem.

After discussion between headteacher, the parents and the child a new target setting system will be drawn up and agreed by all the parties involved. A programme that is supported by both the home and the school offers potential for consistency of standards and expectations.

The final stage when all else fails is to inform the governors of the problem, the evidence for which is by now well-documented.

Severe behaviour

Some behaviour may be recognised as so serious that the child cannot be given the opportunity to work through the consequences. Examples:

- Deliberate attack on someone else with intent to harm.
- Leaving the school grounds.

Such incidents are to be reported immediately to the headteacher or deputy headteacher. The incident is to be recorded on an incident form. The parents may be informed by letter or by direct contact. Any repeat of such behaviour will result in a formal meeting being arranged with parents to discuss the situation. A behaviour improvement plan will then be set up involving the school and parents. If necessary in particular circumstances, the child could be excluded, especially if this was to protect other children in the school.

Note: Due to the serious consequences which will be put into operation as a result of this behaviour, the teacher involved must be absolutely certain of the guilt of the child and the nature of the incident. It must be behaviour, which endangers the child or others, or could be classed as outright defiance towards the teacher/adult. For example, an attack on another child could be provoked and still be severe behaviour. It is the degree of viciousness and intent to harm, not the reason or result, which is important. With serious fighting both children are to be reported. Any child provoking an attack will be dealt with through the normal procedures.

(Please also see Use of Reasonable Force Policy)

Anti-bullying strategies and approach

Every school must have measures in place to prevent all forms of bullying as required by law and in addition comply with the Equality Act 2010. As an Academy we also have a duty to comply with the Independent School Standard Regulations 2010.

The staff of the school are very aware of the need to be extremely vigilant in ensuring any bullying activity is immediately dealt with.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Dealing with bullying

We believe by dealing with incidents quickly we prevent bullying becoming an issue in our school. We are proactive in gathering intelligence about potential issues which might provoke conflict and develop strategies to prevent bullying in the first place. For example, talking to pupils about issues and differences, the use of circle time, friendship groups, assembly stories and the enforcement of our behaviour rules to encourage respect for each other and the school staff are all encouraged and modelled on a daily basis.

Our Golden Rules are clear and disseminated to all stakeholders at an appropriate level. All behaviour has a consequence, either to reinforce good behaviour or address poor behaviour. This is always dealt with immediately and highlights the consequence of their actions and responsibility of the person in question. Pupils are dealt with fairly and consistently and reasonably take account the needs of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils

Intervention

There is always a reason for poor behaviour and it is our responsibility to discover its origins. It is therefore important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

We value the support of parents in these issues to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We take all complaints about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

We involve pupils and they understand the school's behaviour rules and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

We regularly evaluate and update our behaviour approach to take account of new developments and have staff training where appropriate

We implement disciplinary sanctions where necessary. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable

We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable

We use specific organisations or resources for help with particular problems and work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Our school vision is to create a supportive, caring, happy and inclusive environment where we celebrate success and pupils feel able to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

Reporting Bullying incidents

Pupils are made aware of what bullying is and are taught to be assertive in resolving conflicts creatively and constructively. Pupils are told that if they are being bullied, look their adversary in the eye and tell them to stop; get away from the situation, tell an adult in school as quickly as possible and tell family.

When an incident of bullying is reported all members of staff are notified. At break and lunch time, the situation is closely watched and any issues noticed either positive or negative (e.g. these pupils played well together this morning, or (child's name) was very upset and alone and needed help to integrate with a group of children) are written down in a playground book for the headteacher to read.

If the situation is not too serious it is dealt with immediately by the class teacher and monitored. If, however, it is more serious, then sanctions are taken as stated in the overall behaviour policy. When an incident of bullying is reported it is dealt with immediately, so that children see it is not acceptable and will not be tolerated.

When bullying is proven, the parents are invited into school, so that the problem can be discussed with the headteacher. If serious bullying continues, the parents will be requested to remove the child initially to calm the situation and advise from appropriate outside agencies may be sought.

Evaluation

We need to evaluate this policy regularly and update it as necessary in the light of experience. We must make note of successes and difficulties as they arise and then we can discuss them. This must be a whole school behaviour policy.

Impact assessment

We have carried out an impact assessment on this policy on different groups of people to ensure that our proposals are not discriminative and promote equal opportunities.

Consequences Ladder

