

# Burrsville Infant Academy

## Behaviour Policy



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# **Behaviour Policy:**

## **Creating a joy in learning for every child.**

### **Introduction**

At Burrsville Infant Academy we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. Our vision is for the children in our school to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live. We are committed to raising standards, values and self-esteem for all those involved with our school through cultivating a secure, yet exciting environment that is positive, supportive, stimulating and enriching.

### **AIMS AND EXPECTATIONS:**

- The school expects every member of the school community to behave in a considerate way towards each other and to promote a positive ethos and climate at Burrsville Infant Academy.
- We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards helpful behaviour which supports learning, as it believes that this will develop an ethos of kindness and co-operation.
- This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

#### **The role of pupils**

It is the responsibility of pupils to:

- come to school to grow their brain through successful learning skills such as: concentrate, don't give up, be cooperative, be curious, have a go, use your imagination and keep improving.
- treat others the way they would wish to be treated.
- follow their class rules which they decide are important to their own individual class.
- take responsibility for their actions.
- work to put right any harm that they have caused.

#### **The role of staff**

It is the responsibility of all Burrsville Infant Academy staff to:

- Ensure that, through positive praise and highlighted examples of good practice, consistent application of the school rules, which pupils behave in a responsible manner.
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children learn to the best of their ability.
- Treat each child fairly with respect and understanding.
- Report any incidents that they are aware of by completing an ABC form.
- Report any concerns that they have about a child's behaviour.
- Class Teachers, the SENCO, the Designated Safeguarding Leads, the Thrive Practitioner and the Family Well-Being Practitioner have the responsibility of communicating with parents about concerns regarding a pupil's behaviour.
- To set up class rules are the beginning of the school year and review these regularly.

## The role of the Head of School

It is the responsibility of the Head of School to:

- implement the school behaviour policy consistently throughout the school, and to report to the Executive Headteacher and governors, when requested, on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the school.
- set the standards of behaviour, and by supporting staff in the implementation of the policy.
- keep records of all reported serious incidents of misbehaviour.
- give fixed-term exclusions to individual children for serious acts of misbehaviour.
- give permanent exclusions to individual children for repeated or very serious acts of anti-social behaviour in consultation with the Governors of the school.

## The role of Parents, Carers and Families

It is the responsibility of pupils to:

- work collaboratively with the school so that children receive consistent messages about how to behave at home and at school.
- explain the school rules outlined in the school prospectus to their child and to support them to uphold them.
- support their child's learning, and to co-operate with the school, as set out in the home-school agreement.
- build a supportive dialogue between the home and the school.
- support the school when it has had to use reasonable sanctions to discipline a child.
- initially contact the class teacher if they have any concern by making an appointment. If concerns continue, the class teacher may request a meeting with the SENCO or Head of School to discuss further.

## The role of the Governing Body

It is the responsibility of the Governors to:

- support the school in the implementation of the behaviour policy.
- Give advice, when necessary, to the Head of School about matters arising from the decisions that they have to make regarding behaviour.
- Monitor, analyse and challenge reports about behaviour at Burrsville Infant Academy.
- Review the effectiveness of this policy.

## **BEHAVIOUR MANAGEMENT**

### Rewards

At Burrsville Infant Academy our priority is to reward the positive, helpful behaviours as we believe that is the foundation of our ethos. The most common way in which we reward children is through verbal praise, catching children getting it right. We also have formal ways for praising children through our Good to be Green card system, which includes Silver and Gold Cards. This is part of the 'Good to be Green' system which is visible in all our classrooms. The cards are designed to promote helpful learning behaviours and a further reward from them is having Golden time on a Friday afternoon. Class teachers also have the freedom to create individual reward systems to meet the needs of children in their class. Other formal rewards include or weekly celebration assembly, where children are featured into the Golden Book.

## Consequences

Where children have displayed unhelpful behaviours, staff have the responsibility for issuing a logical consequence. There are two types of consequence which staff will issue. The first is a protective consequence; this is where something is put in place to ensure the safety of everyone in the short term. An example of this would be if a child hurt another child on the playground, then that child would be expected to go inside the school building. We take our responsibility for teaching children how to be social very seriously and as a result the second type of consequence which staff issue is an educational consequence. This is the learning which must happen so that the freedom taken away by the protective consequence can be restored. This could mean that the child talks over what happened with an adult and then apologises. This restorative justice approach as a means of resolving issues allows pupils to move on and aims to prevent further incidents occurring and is a strategy that is used at Burrsville Infant Academy.

As a school, we will endeavour to support children to avoid exclusion. We will work with parents, other agencies and the child to ensure that this is a last resort. However, should the consequences outlined in this policy fail to ensure the safety of others, then exclusion will be considered by the Head of School and Executive Headteacher.

## Restorative Justice

As an Infant Academy, we understand that our children are on a learning journey and this includes learning how to be social with their peers and adults. We also understand that children may make mistakes when they are learning and therefore our approach puts restoring harm done to relationships over and above the need to assign blame and dispense punishment. For this reason, we will work with children in our Academy to ensure that they always learn from their mistakes and restore any harm that they have done.

Our ABC Form is used to help us to understand what happened by looking at the antecedent (what happened before the incident), the behaviour and the consequence.

## Recording

Any incidents where a child has caused physical harm to their peers, staff or self, damaged property, absconded, sworn, committed an act which could be seen as bullying, racist, homophobic or discriminatory should be recorded on a Serious Incident Record form after the member of staff has put in place protective and educational consequences. These forms should then be passed to a member of the leadership team as soon as possible.

## Inclusion

As a school, we aim to create a joy in learning for every child. Therefore children with specific identified Special Educational Needs may need a flexible approach to the Rewards and Consequences section on the next page. Staff will be guided on this by the SENCO. Some children may need a completely different approach to help and encourage pro-social behaviours and these children will have an agreed Individual Behaviour Support Plan or Consistent Management Plan.

## Fixed-term and permanent external exclusions

Only the Head of School or the Executive Headteacher has the power to exclude a pupil from Burrsville Infant Academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible for the Head of School or Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School or the Executive Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School or the Executive Headteacher makes it clear to the parents that they have the right, if they wish, to appeal against the decision to the directors if the exclusion exceeds 5.5 days. The school informs the parents how to make

any such appeal. Exclusions are always followed up with a reintegration meeting where the focus of the meeting is around ensuring that the harm which caused the exclusion is addressed.

## Rewards and Sanctions

Learning behaviours		Consequences
5	Inspire and motivate other children to learn Suggest ideas for moving learning forward Role model a good learner	Gold card Name in Golden Book
4	Find and use new ways of helping yourself learn Solve problems on your own	Silver card
3	Explain how you learn from your mistakes Check your work and improve it without being asked Talk about that you have done well and what you need to improve	
2	Try new things and take risks Ask really good questions Have a go even when the task seems hard Help yourself when you get stuck before asking for help Give good reasons for your opinions Use ways of calming down if you get worried, upset or angry.	Sticker/well done slip
1	Ask for help when needed Do extra practice (homework) Ask sensible questions	Verbal praise
Our expectations	To be good learners To follow instructions To show respect, care and kindness to everyone and everything To think for yourself and be prepared for learning To be honest	A caring learning environment where everyone in the school community feels safe, confident, valued and respected as well as feeling calm and able to learn together in a supportive way enabling all to reach their full potential, emotionally, socially and intellectually.
-1	Not being a good learner Talking when someone else is talking Disturbing the class Swinging on chair	Adult intervention and de-escalation. Refocus on task Reminder Yellow card
-2	Disrupting learning for self and others Spoiling other people's work Being unkind to others (e.g. name calling, saying nasty things) Being rude to adults	Reflection activity during lunch/play Red card
-3	Damaging equipment Hitting, pushing, pinching, being rough Taking things that do not belong to you	Senior teacher Intervention.
-4	Fighting a lot Stealing	Conversation with parents to agree strategies
-5	Violence	Head of School intervention. Exclusion.

**If an incident of a serious nature occurs whereby the child, other children or staff are at risk of harm, steps 1-4 may be missed and parents called immediately.**

## Behaviour at Lunchtime

At lunchtime we expect children to continue to show helpful behaviours and we work to promote this. Lunchtimes require a different rewards and consequences organisational structure due to the choice and free play element of this time. The following flow chart explains actions and consequences which take place at this time:

Child displays unhelpful behaviour / harm



Adult speaks to all children involved, gives a warning to the child or children in the wrong



Child / children involved continue to display unhelpful behaviour / harm



Child/children given a time out on the playground

After time out, child apologises to any other children harmed and to the adults involved



Child / children displays unhelpful behaviour / harm **again**



Child / children sent to speak to Class Teacher / member of Leadership team

Staff reward pro-social behaviours at this time in several different ways, as directed by the Lead Midday Assistant.

Pupils who need a short term intervention to help with their behaviour may be asked to spend time with the Learning Mentor or Family Well-being Practitioner at lunchtime where staff will work with children to improve their social skills.

## Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the Leadership Team who will then report this to Governors.
- The school keeps detailed records of serious incidents of misbehaviour. These are regularly analysed and tracked for patterns of behaviour and to also offer appropriate support.

## Review:

The policy will be reviewed in line with the school's review cycle. However, the governors and the Leadership Team may review the policy earlier if the governing body receives recommendations on how this policy might be improved.

## Related Policies:

- Attendance Policy
- Anti-Bullying Policy
- E-safety Policy