



Policy

Bradfield CE Primary School

Behaviour

At Bradfield CE Primary School we cultivate the Fruits of the Spirit: "And the fruits of the spirit are Love, Joy, Peace, Patience, Kindness, Goodness, Gentleness, Faithfulness and Self Control." Galatians 5:22

We also aim to cultivate the following core values.

Honour: we believe that we are all part of the world that we have been given and so we respect ourselves and everyone else with whom we share this world. Through honour we live with gratitude, show appreciation and give peace to others.

Generosity: Through generosity we are welcoming, hard-working and support the growth of others. We are kind with our words, share praise and support charity.

Acceptance: we believe that we have all been given unique gifts and talents. Through acceptance we give freedom to ourselves and others, and demonstrate patience and forgiveness to everyone.

Honesty: we believe that we should be truthful and fair in all that we do. Through honesty we can grow and learn to make good choices and lasting friendships.

Courage: we believe that to achieve our goals and dreams we must face and overcome challenge. Through courage we develop positive thinking and the strength and creativity to be the best that we can be.

Introduction

Our policy is based on the belief that:

- All learners are individuals and of equal value
- Behaviours are learned and can be changed.
- Good behaviour needs to be taught and this is strengthened when supported by parents.
- Without good behaviour, effective teaching and learning cannot take place
- Good behaviour is achieved when individuals have high self-esteem and a sense of social responsibility as well as valuing theirs and others' learning.

Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have high standards of pupil expectation in all aspects of work.
- For staff to work to raise the levels of pupils' self esteem.
- To provide a broad and balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, setting challenging but achievable targets and support children in achieving them, so that children know their efforts are valued and that their progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To define acceptable standards of behaviour.
- To consistently and fairly implement reward and sanctions systems.
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- promote our Christian ethos and values through example, honesty and courtesy
- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, differentiated to meet the needs of children of different abilities and different learning styles. Marking and record keeping should be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

All staff are encouraged to reflect regularly on their classroom management and their behaviour management strategies.

Standards of Behaviour

The children bring to school a wide variety of behaviour patterns. At school we work towards standards of behaviour based on the principle that everyone has rights and responsibilities and that we all need to respect the rights of others.

The children are all encouraged and supported to follow the golden rules:

1. We listen; we don't interrupt
2. We work hard; we don't disturb others or waste our learning time.
3. We are gentle; we don't hurt others
4. We are kind and helpful: we don't hurt anybody's feelings
5. We are honest: we don't cover up the truth.
6. We look after school property; we don't waste or damage things.

These 'Golden Rules' have been adopted as our whole school, agreed, rules. They are displayed in each classroom and all children are aware of their importance and meaning. We also have agreed Dining Hall rules and Playground rules to support good behaviour at lunchtime. We strongly believe that these rules are lifelong and support our whole school Ethos and Values.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Our rewards are:

Stickers and Certificates

- Class teachers celebrate good behaviour with verbal praise; they also inform parents verbally or via home/school reading books.
- Class teachers give out stickers to pupils for great learning, effort and behaviour.
- For exceptional work they may request that the child goes to the HT for a special HT reward sticker.
- Every Friday each class teacher awards 2 merit certificates which are presented in assembly.
- Once a month, within school, there is a 'Celebration of Work' assembly and pupils who share learning in this assembly are rewarded with a certificate.

House Points

- All children from FS2 to Year 6 are assigned team houses. The houses are named after the colours Red, Blue and Yellow.
- Children are given house points (represented by coloured beads) for a variety of reasons, for example; good work, following the golden rules and demonstrating our school values.
- Each classroom has a house point jar where the coloured beads are collected. When the jar is full, the class is entitled to a class treat, or 'golden time' which can be elected by the children.
- Each class teacher celebrates the addition of a house point publically to reinforce the positive praise and sense of achievement for the pupil and the class collectively
- The house points are added up on a termly basis and added to their overall point score for the year. The house with the most points each term will also be rewarded with a 'golden time' treat.

Golden Time

Golden Time is a strategy used by all classes from FS2 to Year 6. At the start of the term the class makes suggestions as to their preferred special activity. The class then votes on their preferred activity and the majority vote wins. Activities are child led and need to be sufficiently engaging to be seen as a reward. Some examples of these are: biscuit icing, dressing up, arts and crafts, bringing in a toy from home, using the parachute, movie time with popcorn, a disco, football or another preferred sporting activity, use of the large apparatus etc.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful tool. All sanctions should be applied calmly, firmly and consistently.

The use of sanctions should be characterised by certain features:

- * It must be clear why the sanction is being applied
- * It must be made clear what changes in behaviour are required to avoid future sanctions
- * There should be a clear distinction between minor and major offences
- * It should be the behaviour rather than the person that is punished

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head teacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Incidences of unacceptable behaviour, throughout the school, are documented by staff using the school's Behaviour Log System. These can then be tracked and monitored to highlight any patterns in negative behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

It may be necessary to support individual pupils who are struggling to conform to the behaviour expectations of the school with an **Individual Behaviour Plan, (IBP)**. Additional specialist help and advice from the Educational Psychologist or other children's services may be necessary. This possibility should be discussed with the Head teacher and SENCo.

Once an IBP is in place, it should be shared with all members of staff within school. Staff will need to consistently enforce the strategies outlined in the plan in order to support and maintain consistency in approach for that individual.

Clear on sanctions: -

Sanctions will be used if a child breaks the golden rules or exhibits other low level inappropriate behaviour. However, in the first instance, everything will be done to help support the child to make the right behaviour choice.

1. Praise – positive set up – ‘If we are all well behaved, we will get a glass bead for each House.’
2. ‘Well done – you are sitting beautifully (Name) – thank you.’
3. Verbal warning (this can be differentiated/ scaffolded) e.g. ‘If you do that again, I will have to give you a warning.’ Then ‘This is your warning. If you do that again, there will be a consequence. Do you understand?’
4. Second warning. ‘This is now your second warning and there will be a consequence.’ Name or initials on the board – 1 minute of playtime
5. Encourage the child to make the right choice: ‘If you choose to make a good choice and behave you can get your name rubbed off.’
6. If the negative behaviour continues –the child may lose up to 5 minutes of play time.
7. Children in the juniors will need to complete a reflection sheet during their 5 minutes of lost playtime.
8. If the behaviour is such that it is causing disruption to the learning of other children, then ‘Time Out’ will need to be employed. This could be in the same classroom, but at another table, away from other children, or in more extreme cases – another classroom. Teachers will explain that the child has a choice; ‘Either change your behaviour so that you can continue to work in here otherwise you are choosing to work in another classroom.’ (It is best to avoid sibling classes.)
By enabling ‘Time-Out, the child may be able to calm down and reconsider the correct behaviour.
9. If children are non-compliant to Time-Out, this needs to be escalated to the HT or a member of SLT.

NB: No child should be sent independently to the HT because it cannot be guaranteed that the pupil will do this independently or that the head will be available. Instead, the HT or SLT member should be sent for.

10. Following discussion with the pupil, the HT may decide to enforce up to half a day, working alone, supervised by the HT/ SLT. This will be recorded in the behaviour log and parents will be contacted.

11. If a pattern of negative behaviour is seen to be developing, this will be referred to the HT and SENco and steps will be put in place to monitor the triggers and make reasonable adjustments to the learning and/or environment. An IBP may be put in place by the SENco and the class teacher.

12. If the IBP is unsuccessful in the first instance it will be reviewed. However, if following review, the behaviour does not improve, a pupil may be put on report. This will involve:

- The HT meeting with parents and child to agree the way forward
- Clear/realistic targets for behaviour agreed (maximum of 3)
- Clear rewards/consequences identified for success/failure (including possible exclusion)
- Daily feedback to child (x5, weekly feedback to parents)
- Involvement of all necessary agencies i.e. Behaviour Support, Educational Psychologist etc
- Considering an Education and Health Care Plan
- Considering a CAF / referral to CAMHS

Being ‘On report’ will last a minimum of 2 weeks / a maximum of 20 weeks and it will be reviewed weekly.

13. If being ‘On report’ is unsuccessful, The HT will put in place a Behaviour Contract. This will be the last step before exclusion. It will involve:

- Clear specific rules which the child must uphold in order to remain in school
- Further sanctions as an immediate consequence of breaking the contract
- Reviewed weekly
- Parents, SLT, Behaviour Support informed

If the behaviour improves then the child may return to being ‘on report’. If not;

14. Fixed Short Term Exclusion - (up to 5 days per term)

- Parents, Headteacher, and LA Officer informed by letter
- Parents may make representations to the SLT
- Upon return to school, child stays on Contract for a minimum of 2 weeks

15. Fixed Long-Term Exclusion (up to 45 days per year)

- LA Officer informed
- SLT meet (parents/child or representative may attend/make representations)
- LA Officer must be invited to attend but may not reinstate
- SLT either reinstate or uphold the exclusion
- Upon return to school or if reinstated, child stays on Contract or PSP for a minimum of 10 weeks

16. Permanent Exclusion

- LA Officer Informed
- Parents and SLT meet and consider all representations and reports (parents/child may attend)
- SLT either reinstate or uphold exclusion
- Parents notified of right to appeal
- If the appeal is successful and the child is reinstated, they will stay on Contract for a maximum of 20 weeks
- If the appeal is unsuccessful, the child will be removed from school roll

Serious incidents will be treated on an individual basis and the circumstances investigated.

In exceptional circumstances fixed term and permanent exclusions may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Serious deliberate damage to school property

Use of reasonable force

Selected members of the team have been selected to attend 'Team Teach' training. It is agreed that this type of intervention would only be used in extreme circumstances, where all other avenues of positive behaviour management have been explored.

In summary, reasonable force is deemed

- Any physical contact
- To control and/or restrain
- Reasonable in the circumstances

The guidance is very clear that staff must act in manner to avoid injury, however it may not always be possible to do this.

Who can use reasonable force?

- All members of staff

When can reasonable force be used?

Reasonable force can be used to prevent pupils hurting/damaging:

- Themselves

- Others
- Property
- Or if causing disorder

Although parental consent is not required, it is good practice to tell parents if reasonable force has been used unless to do so would place the child in more harm. In that case, County/Social Services must be informed. All incidents need to be written up on an official incident form.

Examples given by the Dept. of Education on times deemed appropriate to use reasonable force are, to;

- Remove a child from the classroom when refused to follow instruction
- Prevent someone from behaving in a way that disrupts a school trip
- Prevent a pupil from leaving the classroom if there was a risk to them
- Prevent a pupil from attacking staff/pupil
- Stop a fight in the playground
- Restrain a pupil at risk of harming themselves through a physical outburst

Permissible Touch

As a school, we have a duty of care to make pupils feel safe and secure in their environment. On occasion, this would include some physical contact e.g. holding hands with pupil at front/end of line for assembly, comforting a distressed pupil, a pupil being congratulated/ praised, demonstrating musical instrument/ PE technique, first aid. None of the afore mentioned would be deemed as 'Reasonable Force', but instead as 'Permissible Touch'. Adults are encouraged to take sensible steps to minimise the risk of allegations and to make sure that children feel comfortable with these situations e.g. communicating with child, offering 'side hugs' (rather than body to body contact), ensuring other adults are present and / or doors are left open.

Routines and Managing Behaviour around School

All members of school staff need to have high expectations for how pupils move around school. Class teachers will actively encourage and manage routines such as lining up, tidying away at the end of the day, how children use the cloakroom spaces and how they behave when walking around school. High standards and vigilance during these times will pre-empt and prevent poor behaviour choices.

When leading a line of children through the school, the class teacher or adult in charge should be at the front of the line, modelling how to do it well. They should frequently check that the children are following well and reward with praise and encouragement. If necessary, they will allow time for children to practice this until it reaches a high standard. Pupils should always be led outside at playtime and lunchtime and should line up neatly on the playground at the end of playtimes, ready to be led in again by the class teacher.

Behaviour at Playtimes and Lunchtimes

The same high expectations for pupil behaviour apply to playtimes and lunchtimes. Pupils will be expected to follow the golden rules for good playtimes. These are:

We are gentle.

We are kind and helpful.

We play well with others.

We are honest.

We listen.

We care for the playground and equipment.

Rewards:

- Lunchtime controllers will give frequent verbal praise for individuals who are following the golden rules. e.g. Well done, you are lining up beautifully. Well done for playing so nicely together. Well done for sorting that dispute out independently.

- They may give rewards such as extra responsibilities, e.g. ringing the bell, delivering a message etc.
- They may award House Points in the form of raffle tickets for individuals. The pupil can then take their raffle ticket to the class teacher at the end of lunchtime and this will be transferred to a bead in the class jar. This will be awarded publically with praise from the class teacher too.
- For excellent behaviour from a whole class, Lunchtime controllers may inform the class teacher that a class reward is needed. This might be that all 3 houses gain a House Point.

Sanctions:

1. Supervising adults will give a pupil a verbal warning, e.g. 'This is a warning. You are breaking one of the golden rules. Please do not do that again.' This can be differentiated to support success and encourage pupils to make the right choice, e.g. 'Remember the golden rules. Please do not do that..... If you do I will have to give you a warning.' Or in the case of a pupil being rude to a member of the lunchtime staff team, the member of staff should say, 'Please don't speak to me like that. You are breaking one of the golden rules – being kind and helpful. Please apologise or I will have to give you a warning.'
2. Warnings will be recorded and passed on to the class teacher at the end of lunchtime. It is expected that the class teacher will discuss the behaviour with the pupil and set a high expectation for their ongoing behaviour
3. On the second warning, 'Time-Out' will be issued. The pupil will need to go and stand by the bench for up to 3 minutes. This should give them time to calm down. Following time out they will be expected to give an apology and then they may resume their playtime.
4. If the child refuses to comply with Time-Out, then a member of SLT should be sent for. Staff can support pupils to comply by being very clear with their instructions, e.g. 'The right choice would be to take Time-Out. If you don't, I will have to send for Mrs/ Miss _____. Are you sure that you want that?' Always reward the pupil with verbal praise for making the right choice, e.g. 'Well done – you have made a good choice.'
5. SLT will support 'Time-Out' within the school building, until the pupil has calmed down.

Communication and Parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher and SENco so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. All staff endeavour to ensure that positive behaviour is communicated with parents through informal discussions and where necessary, phone calls home. Parents are also made aware through certificates awarded during our many celebration assemblies and reward schemes.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

This policy was written by the Headteacher in January 2015 and shared with all staff. It was reviewed by the Headteacher in November 2017.

Our goals in promoting good behaviour are as follows:

THE Leadership Team will provide clear and strong leadership in promoting and supporting positive behaviour at all times of the school day by:

- Ensuring that good lines of communication exist within the school and parents, Governors, the community and outside agencies
- Maintaining and expecting a consistently high standard of pupils' behaviour
- Ensuring that these standards and the upholding of this policy are consistently applied throughout the school
- Facilitating behaviour management training for all staff
- Ensuring that supply and other temporary staff employed to work at the school are appraised of the policy
- Always supporting staff, providing that they have acted in line with the aims and practice of this document. In the absence of the Head teacher, the same support can be expected of the Assistant Heads.

STAFF will:

- Accept responsibility for maintaining good behaviour throughout the school
- Promote the values of honesty, fairness and respect for others
- Ensure that their own behaviour models excellent practice in self-discipline and self-control
- Provide an environment in which behaviour problems are at a minimum
- Encourage children to make sensible choices about their own behaviour
- Enhance children's self-esteem
- Encourage and praise good choices of behaviour with simple rewards
- Praise children in the ratio of 5:1 over sanctions

CHILDREN will:

- Develop self-discipline and self-control
- Develop positive behaviours for learning
- Be on-task with their learning
- Develop self-confidence
- Learn to be co-operative, collaborative and considerate towards others
- Develop the ability to resolve conflict in a rational way

PARENTS will

- Model good behaviour
- Feel confident that their children are growing socially and academically
- Know that their children will receive support when needed
- Feel welcome in school to discuss their children's progress in a positive atmosphere
- Support the school in the consistent and fair approach to behaviour

Other relevant documentation:

- Anti Bullying Policy
- Special Needs Policy
- Attendance Policy

- Marking Policy
- Physical intervention and restraint Policy
- Child Protection Policy
- Home/School Agreement

First Implemented	Rewritten Revised	Staff Responsible	Governor Agreed	Review Cycle
February 2015		Headteacher		Every 2 years Next review = 2017 Statutory
Reviewed November 2017		Headteacher		Next review = 2019