



# **Behaviour Policy**

Reviewed and Updated: January 2017

Next Review date: January 2018

## Our Vision

Aiming high and Achieving Our Best

## Our Values

Curiosity – we are inquisitive learners who love to explore and investigate!

Creativity – we are imaginative and inventive!

Confidence – we have a resilient, 'can-do' attitude to learning!

## Aims

To provide an environment and curriculum that stimulates every child's desire to learn; to teach creatively to inspire children with unique learning experiences; to foster high aspirations and encourage children to be the boss of their own learning, to enable children to confidently take on the world

## **Aims**

1. To establish and maintain an orderly, peaceful and supportive environment in school in order to maximise learning.
2. To communicate to children, parents, staff and any-one else connected with school what is meant by good behaviour and how it is consistently reinforced and maintained.
3. To set out expectations for the management of teaching and learning environments.
4. To set out routines for activities in school including the beginning and end of day, lunchtimes, playground, corridors, wet play and out of school activities.
5. To foster self discipline, self motivation, confidence and self esteem of children and adults working in school.
6. To set out how the school works towards minimising bad behaviour including bullying.
7. To ensure commitment to the whole school system of rewards and sanctions.

## **Methods of achieving these aims.**

1. Our Bee Rules
2. Planning for high quality teaching and learning.
3. Classroom management
4. Duty of care for all school routines and procedures
5. Systems for promoting self discipline, self esteem and responsibility
6. Support for children, teaching and non-teaching staff.
7. Rewards system
8. Sanctions
9. Home involvement
10. Equal opportunities
11. Safety and risk assessment.
12. SEND – Local Offer
13. Anti bullying policy
14. Monitoring and review.

### **1. Our Bee Rules**

All children and staff follow these rules which are displayed in every classroom and other areas of the school.

- Be good to yourself
- Be friendly with everyone
- Be careful with property
- Be proud of your school

### **2. Planning for teaching and learning.**

We believe a quality curriculum is at the heart of achieving good behaviour in school. The whole school curriculum is planned to enable all children to learn and make maximum progress. Topics are selected from the National Curriculum, which are suited to the age, stage and ability of our children. In reception and KS1 children follow the Read Write Inc programme. Differentiation will meet and match individual needs. Short term planning will set out activities which are differentiated and include subject specific skills, knowledge and understanding, so that all children experience success in a range of contexts, and are able to be assessed in order to move on. Lack of differentiation and opportunities to use imagination causes boredom, frustration and low self-esteem, and is therefore a likely reason for poor behaviour exhibited in classrooms.

### **3. Whole School Approach**

The Bee rules are used to describe good behaviour and to give rewards such as dojo points and to describe poor behaviour for sanctions or for targets on individual behaviour plans.

At the beginning of each year Class teachers re-establish rules and routines for appropriate behaviour, the organisation of materials and resources, expectations of noise and procedures at transition times including entries and exits. The emphasis is on care, courtesy and cooperation. Children are given an appropriate place for time out if needed.

#### **4. Duty of care for all school procedures and routines.**

The dojo points reward system is shared between all teaching and support staff that award the points to children for good behaviour, effort and achievement. All staff have a copy of the **Bee rules** and also contribute to the sanction system. Lunch time staff give Golden Tickets reflecting the rules and school values.

#### **5. Systems for promoting self-esteem, self discipline and responsibility.**

Core learning skills

Learning Mentor	Star pupil award
Peer critique	Head Teacher Certificates
Prefects	Year 6 Responsibility, e.g. librarians
SEAL	Circle time
E cadets	Rewards for good attendance
Golden Tickets	School Council meetings
Learning Ambassadors	Sports Certificates

Individual class rewards chosen by the class teacher.

#### **6. Support for children, teaching and non teaching staff.**

Children are taught the Bee rules at the beginning of each year and it is reinforced through the Home School Child Agreement, assemblies, notice boards, circle times and systems of rewards and sanctions.

All staff support the child by implementing all of the above and by being responsible for his/her PSHE by listening, mentoring and if necessary liaising with home, key stage coordinators, Senior Teacher, Head teacher and SENCO. All adults promote and model behaviours and develop close relationships which will bring about sustained change.

The school values are taught explicitly with one value being focused on each half term. They are a focus in class and in whole school assemblies. Value vouchers are given to children when they demonstrate one of the core values at lunchtimes.

The behaviour support plan (IBP) is managed by the class teacher to bring about change in children's behaviour so that staff (teaching and non teaching) are mutually supportive and the approach is consistent for the child. The support plan is written by the class teacher in conjunction with the child and parents. The head teacher will become involved if necessary. At this stage a pastoral support plan may be necessary.

All behaviour management programmes and interventions should be logged by class teachers in their class behaviour log. The head teacher and teachers on the duty rota support midday assistants during the lunch breaks.

#### **Support structure**

Class teacher – Senior teacher - Head teacher.

Midday assistants – Learning Environment Lead - head teacher.

At lunch time there is a golden ticket system in place (see appendix) This is used by all midday supervisors and monitored by the Learning Environment Key Lead – Miss Smith.

#### **7. Reward systems**

An effective reward system helps to build self esteem. The following rewards are in place and effective.

1. Smile
2. Praise related to objectives including child's name.
3. Star pupil award/ Achievement award
4. Teachers/Headteachers certificates
5. Dojo points
6. Extra play
7. Prefect trip
8. Cinema Treat
9. Value Vouchers
10. Postcard home celebrating success
11. Speak to parent on the playground at the end of the day.
12. Various other rewards are particular to a class, an event or a specific objective.

## 8. Sanctions Hierarchy

In a classroom situation the following sanctions apply. They are used after the usual reinforcement of positive behaviour, use of proximal praise, reminders, encouragement and thanks for when instructions are carried out.

1. Verbal warning. (name of child) Explain behaviour shown and the sanction to be enforced if it does not stop. E.g. "XXXXXXX this is a verbal warning, I know that you understand the choice you need to make"
2. Verbal warning which is recorded by the teacher
3. Isolate child. The child will be asked to work for a reasonable period of time on a table away from their normal work space. (This should be a table set aside for this and be fully resourced.)
4. Remove from classroom to work in another room. (This must be with the agreement of the member of staff to receive the child.) Children can spend up to 15 mins in another class.
5. If inappropriate behaviours continue child sent to the Headteacher and parents informed via letter.
6. All these stages should be entered with a brief note in the teacher's behaviour log book.

In exceptional circumstances, the staged approach can be shortened at the discretion of the member of staff.

If the final sanction is judged to be used frequently (2 or 3 times per fortnight) this will trigger further action. These actions may include one or all of the following:

- Support from the Headteacher
- CAF / Multi agency approach
- Referral to an Educational Psychologist
- Family Support Worker
- Advice from the Behaviour Support Service

NB: If a child is refusing to complete appropriately differentiated work it might be appropriate for them to work with a member of staff at lunch time.

Sometimes a child's behaviour may suddenly deteriorate or their actions may indicate that they have witnessed domestic violence. All staff should refer to the Child Protection Policy for further guidance.

**Exclusion:** A decision to exclude a pupil would only be taken in response to breaches of the school's behaviour policy where lesser sanctions are not appropriate. A thorough investigation would first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. The need to exclude a child at Penponds School is extremely rare. There have been no exclusions in the past ten years. See the Exclusion policy.

## 9. Home involvement

Parental involvement is believed to be vital, both as support and reinforcement and to share information which will be mutually helpful.

Opportunities for positive comments about pupil behaviour are exploited (see rewards system.)

Parents are involved in drawing up the Individual Behaviour Support Plan and at all stages of the ILP if behaviour modification becomes a special need.

## 10. Equal opportunities

The Bee Rules at Penponds School and the Penponds School Behaviour Policy are designed to ensure that all children will have the right to learn and teachers will have the right to teach and that the work of all members of the school community is respected equally. There may however be times when a child has a differentiated behaviour policy to meet their individual special need.

## 11. Safety and Risk assessment.

This is the responsibility of the Head teacher who liaises with teaching and non-teaching staff the SENCO and external agencies.

- Good behaviour is an essential part of well-being and of a Healthy school
- Implementing the Bee Rules at all times ensures the safety and well-being of pupils and staff in the school
- Physical intervention is always a last resort. It must be **reasonable, appropriate and recorded in context to show that everything else possible had been done.**

INTERVENTION MUST NEVER CAUSE – PAIN, PANIC OR INJURY

Intervention involves no joints, protection for the individual, gradient – least amount of force necessary, body alignment, avoidance, protection, deflection, stabilisation, no punishment, touch control – positive touch ethos. (See Team Teach guidelines)

#### **School visits including residential visits:**

The school Bee rules still apply. (See Educational Visits policy for guidelines and pupil to adult ratios). All children will be included on a trip unless their behaviour could cause danger to themselves or others. The school reserves the right to exclude a child from a trip on health and safety grounds. Alternative provision will be in place when necessary.

#### **12. Special Educational Needs**

Behaviour modification may become a Special Educational Need. Help may be sought from outside agencies. These may include:

The Educational Welfare Officer

The Educational Psychologist

Learning Support Service

Behaviour Support Service

Social Care

Clear

Dreadnought

It may also be necessary with parental consent to initiate a CAF (Common Assessment Framework) for a multi agency approach. This involves holding regular meetings – TAC (Team Around the Child)

#### **14. Anti Bullying**

Bullying behaviour is repetitive and over time. It may include:

- Name calling
- Physical violence
- Threats
- Isolating individuals.

School should at all times show disapproval of such behaviour and protect children from it through the sanctions hierarchy. However it is important to recognise that many children engage in these activities at some time as they experiment with relationships. Often problems are short lived and falling out with friends does not become an issue – this is not the same as bullying.

Penponds school implements its behaviour policy to create a culture in which bullying cannot thrive. Building self esteem in children is the single most powerful strategy in ensuring that children respect themselves and each other. This is done through:

- Implementation of the Bee Rules
- School Values
- Class teacher relationships with pupils including role modelling
- The reward system
- Being a Boss of Your Own Learning
- Teamwork and group work
- The duty of care which ensures supervision wherever possible
- Play ground organisation including observation of isolated children and perimeter areas
- Peer critique

Incidents of bullying may be reported by children, members of staff, parents. The initial contact is with the class teacher of the child affected. Usually intervention is successful, especially if children are involved to support each other. However if class teachers actions do not stop the situation the Head teacher will be involved. The head teacher will log information and the action, see all children involved, contact parents and take all steps open to them to stop the bullying behaviour continuing to protect the children and the school. (See Anti Bullying Policy for full procedure)

#### **15. Monitoring and review.**

The behaviour policy is monitored by the Head teacher by examining the behaviour logs, monthly discussions with the MDS's, nominations for Head teachers certificates, through regular contact with class teachers, child focus at staff meetings, documentation of the Behaviour support plans and by the observation of and discussion about the everyday life

of Penponds School. The Midday Supervisors meet with the Head teacher once a month. Governors also monitor behaviour during their visits. The behaviour policy will be reviewed every two years.

#### **Resources**

Core Learning Skills and SEAL resources

Reward system resources, pupil of the day badges, certificates etc.

Golden Tickets – lunch time

Prizes

Play ground equipment.

Year 6 responsibility badges

Budget for School Council

#### **Appendices**

1. Rtime rules
2. Class expectations sheet

Appendix 1

## **Our BEE Rules**

- Be good to yourself
- Be friendly with everyone.
- Be careful with property.
- Be proud of your school.

## **Penponds School Class Expectations**

Agreed 5/9/16



- Literacy and maths learning walls – regularly updated
- Time to reflect – chn responding to marking and knowing their next steps
- High expectations of work and presentation
- Marking up to date (according to marking policy)
- Fast maths to take place 15 mins a day, results recorded in maths book, year 1-6.
- A vocabulary rich environment
- A school values display, referred to by the teacher in lessons, e.g: ' ohh, you've really used your creativity here'
- Celebration of children's work
- Book corner/area – well presented, organised and labelled, books suitable/appropriate for class age group
- Brain, Book, Board, Boss reminder
- The Four Bee's
- A version of the Class dojo award chart
- Age appropriate number line
- Place value column chart
- Homework display board if required
- Role play area/challenge area where space allows
- Interactive topic display allowing 'hands on' activities for children
- RWI Speeds chart in every classroom
- No spelling mistakes or punctuation errors on display – capital letters in the right place!
- IT equipment working and easily accessible for chn
- WALHT's displayed clearly
- Lots of chn talk – not very much teacher talk. The chn need to be working harder than you
- Daily timetable so chn know what they are doing and when
- Talk for Writing actions as photographs for current class.
- Easy access to stationary/resources to allow pupil independence