Heytesbury CofE Primary School

Behaviour Policy

Be strong and courageous. Do not be afraid; do not be discouraged for the Lord your God will be with you wherever you go. Joshua 1: 9

Aim

Our aim is to create an inclusive and nurturing environment where children can flourish; it is built upon our key Christian values of:

forgiveness, truthfulness, wisdom, perseverance, friendship and courage.

Within our Behaviour Policy, this is achieved by:

- applying rules, rewards and sanctions in a fair and consistent manner;
- enabling all members of the school community to manage their emotions appropriately;
- fostering an inclusive and nurturing environment where all members can take risks and are not afraid to fail;
- providing an environment where children and adults show respect through verbal and non-verbal interactions;
- considering the consequences of actions and making reasoned choices.
- Starting each new day afresh.

Our Golden Rules

Each class has a set of 'Golden Rules' negotiated, discussed and agreed by the children. These rules are displayed in each classroom. They vary slightly from class to class dependent on the children's understanding but are basically:-

- We listen carefully to others and follow instructions. (wisdom, friendship, courage)
- We will respect other people's differences. (forgiveness, wisdom, truthfulness, friendship)
- We always try our best at whatever we are doing. (perseverance, courage, wisdom)
- We are polite, kind and thoughtful to others in thought, words and actions. (wisdom, forgiveness, friendship)
- We move around the school environment carefully and safely. (wisdom)
- We look after all property and keep the school tidy. (wisdom, truthfulness, forgiveness)

Roles and Responsibilities

Class Teacher

The class teacher is responsible for the day to day management of behaviour in the classroom. The use of praise is the key strategy used to motivate and encourage the children. Positive language and redirection are the first steps in focussing the children on the task in hand.

If needed, sanctions will be used beginning with a 'look' – the child may have to be told 'this is a look because…' A verbal warning is the next step – this needs to be given calmly and consistently, moving the child's name to the straight face – it may be necessary to explain to the child why he/she is receiving this 'warning'. Next is a second verbal comment and the child's name is moved to the sad face – up to 10 minutes is missed from playtime or lunchtime. If poor behaviour choices continue, the next step, is time on 'the thinking chair' (Otters Class) or time in another classroom (Foxes or Badgers Class). Children are reminded that as they make the right choices and improve behaviour, their name will be removed from the sad face. Any learning that has been missed during time out will have to be completed at playtime or lunchtime.

It is important to give 'take-up' time at each stage to the child for him/her to comply with dignity.

The consequences of the child's behaviour must be made clear when giving warnings and these consequences must be carried through.

Class rules are negotiated at the beginning of the year and displayed in the classroom. These need to be referred to regularly to remind children of the expectations we have of appropriate classroom behaviour.

When children display unacceptable behaviour, it is necessary to consider what we can do to change the pattern of behaviour. Consider:

- seating arrangement
- level of work
- level of support
- lesson style
- clarity of explanation

Teaching Assistants

In whole class teaching situations, the teaching assistant will support the class teacher in regards to behaviour management, using positive praise and redirection as appropriate.

When a teaching assistant is working with a specific group, she should follow the procedures as above ie

- positive praise & redirection
- a 'look' – the child may need to be told 'This is a look because…'
- a warning - move /add the child's name to the straight face (TAs working outside the classroom should have a 'mini face chart')
- a second verbal warning – move / add the child's name to the sad face – miss up to 10 minutes of playtime or lunchtime
- time on the 'thinking chair' (Otters) or sent back to the classroom (Foxes/Badgers) . Any learning that has been missed will have to be completed at playtime or lunchtime.

Children are reminded that as they make the right choices and improve behaviour, their name will be removed from the sad face.

The consequences of the child's behaviour must be made clear when giving warnings and these consequences must be carried through.

Class rules should be referred to as appropriate.

Leadership Team

- The Head Teacher and Senior Teacher will support staff through discussion of behaviour management strategies for individual and/or groups of children. They should be called for if a child's behaviour stops the teacher teaching or if behaviour is extreme.
- The SENCo supports staff through discussion of individual pupil targets and by involving outside agencies as appropriate eg Behaviour Support Team, Educational Psychologist, School Nurse.

Midday Supervisory Assistants (MDSAs)

Lunchtime supervisors will recognise positive behaviours through praise and by issuing house points.

Children will be sanctioned accordingly during lunchtime for poor behaviour choices. A yellow card will be issued - the child's name and misdemeanour jotted down – and the card given to the class teacher at the end of lunchtime. If poor behaviour continues, a red card will then be issued - the child's name and misdemeanour jotted down – and the card given to the class teacher at the end of lunchtime. As the result of a red card, the child will receive a lunchtime detention the following day. Two yellow cards within one week equals a red card and so a lunchtime detention will be imposed. Parents will be informed of lunchtime detentions.

In the event of a serious incident, a red card should be sent directly to the staff room so that a member of teaching staff can support.

Support for children

- Emotional literacy support – at times, children need support to be able to express their feelings and emotions appropriately. If children are unable to do this, their learning in the classroom may be affected. Our TAs will support children who are struggling in this area through 1:1 or small group emotional support interventions.
- The children in years 5 & 6 are trained as mentors so they can support the year 3 pupils as they move into Badgers Class, as well as to support children who join the school mid-year.

Rewards

School rewards are reviewed regularly with staff and children.

- Praise – used liberally by all staff
- Names on the 'happy face' – every child's name starts the day here, as each day is a new beginning.
- Stickers (particularly in EYFS & KS1)
- House points leading to bronze, silver & gold stars
- Certificates for positive learning behaviours (Gem Powers)
- A postcard from the Head Teacher – awarded for exceptional success and/or contribution to school life
- Class reward – each class will have a specific target when this has been achieved consistently, a class reward will be agreed.

House Points

Each child and member of staff belongs to a 'house' – Mars, Mercury, Jupiter (to link to our vision vessel). House points are earned for positive contributions in class and at playtime/lunchtime as well as for demonstrating our 'Golden Rules'. In addition, inter-house events will take place over the year.
Each week, the house with most points is announced in celebration worship and at the end of term the house cup is presented.

Each child's earned individual house points are also recorded and stars are rewarded. The points accumulates re-start when the child begins a new class.

50 house points: bronze

100 house points: silver

200 house points: gold

400 house points: platinum

600 house points: diamond

Gem Powers

These are awarded for positive learning behaviours.

Diamond power: being responsible; being able to identify a problem and solve it without an adult

Emerald power: being courageous and sticking with it even when things get tough (perseverance, resilience); take learning risks and learn from mistakes

Ruby power: supporting others eg listening to others, helping with their problem, complimenting, praising others.

Sapphire power: keeping focus, especially when there are distractions

Amethyst power: co-operation – applies all gem powers when working with a partner or group eg sharing ideas, turn taking, listening.

A gem power book is displayed in the hall so that everyone can celebrate the children's successes.

Celebration Worship

Each Friday, parents, family and friends are welcome to join us for celebration worship during which the children share and celebrate their learning that week. Gem certificates (for learning behaviours), sports certificates and any other certificates are awarded at this time. Also, the winner of that week's house points is announced.

Misbehaviour and Sanctions

The following steps are followed when a child misbehaves.

- First incident – a look (staff member may have to say 'I am giving you a look')
- Second incident – a verbal warning (straight face/yellow card)
- Third incident – the child's name moved to sad face / red card. (miss up to 10 mins playtime or lunchtime)
- Fourth incident – time out on the thinking chair (Otters) or in another room (Foxes and Badgers). Any missed learning will have to be completed at playtime or lunchtime.
- If the behaviour continues, the child should be sent to the Senior Teacher or Head Teacher.

Sanctions will not involve humiliation, sarcasm or public ridicule.

Recording Incidents

When a serious incident occurs, an ABC form (antecedent, behaviour, consequence) will be completed by the member of staff dealing with the incident and the child / children involved (see appendix). Completed forms will be discussed with parents and the headteacher, then filed.

If a child has persistent behavioural difficulties, a personal log book is kept. Whilst any member of staff may write in this log, the class teacher maintains overall responsibility. The parents will be asked to meet with the class teacher on a weekly basis to discuss any entries and also to discuss good behaviour choices made by the child.

Any allegations of bullying or racism will be recorded on a separate sheet (see appendix) and passed to the Head Teacher.(see separate policy)

Report Cards

These may be given to a child who displays regular poor behaviour choices. Staff will record the child's behaviour for each learning and playtime session. The card will be taken home each evening for the parents to see and to sign.

Children whose behaviour is causing persistent concern may have a 'My Support Plan' which will include targets for improvement and strategies to meet these.
A class teacher may also write a de-escalation plan/risk assessment for the pupil with strategies and steps to follow when particular behaviours are displayed.

Removal from class

Some children may benefit from 'time-out' which is time taken to 'cool off'. This may be in the classroom or on a designated area. The class teacher retains control of this unless support is required. When the child is ready talk, he/she will be supported by an appropriate adult to reflect on the behaviour choices.

If a child's behaviour prevents the learning of others, on very rare occasions, the child may be removed from the classroom. The first port of call is the Head Teacher and in her absence, the Senior Teacher.

If there is a safety issue, a red card should be sent to the nearest member of staff.

Use of reasonable force

Staff are directed to never put themselves at risk of injury from a violent or aggressive pupil. They are asked to try to de-escalate the situation by talking calmly to the child in the first instance and only to use reasonable force to address the matter when the risks involved in doing so are outweighed by the risks involved in not using force. The school has adopted the DFE guidance on 'Use of reasonable force' July 2013 (see appendix).

If a pupil is being physically aggressive within a classroom setting, the staff are directed to evacuate the children to a place of safety and to send an immediate message to the Head Teacher or other member of staff.

In-school withdrawal/exclusion

The Head Teacher will consider withdrawal of a child from class for a fixed period of time if children are consistently finding it hard to behave. Parents are invited to discuss this with the Head Teacher.

The Head Teacher will consider a fixed-term exclusion if a child exhibits extreme or inappropriate behaviour eg

- Verbal abuse against a child or adult
- Threatening behaviour towards a child or adult
- Fighting
- Hurting a child or adult deliberately
- Destroying property
- Putting themselves or others in danger
- Carrying a weapon
- Persistent disruptive behaviour
- Homophobic, biphobic or transphobic language or bullying.
- Bullying
- Racism

The Head Teacher has ultimate responsibility for any exclusion. A permanent exclusion must be upheld by the Academy Council. A disciplinary panel of Academy Councillors will consider any fixed term exclusion or more than 5 days or any permanent exclusion.

Appendix 1: Behaviour Flowchart

Level 1

- not listening to adult instructions
- calling out
- wandering around the classroom
- inappropriate chattering
- defacing own or other's work or books
- not sitting on chairs properly
- returning late from playtimes
- muttering in class or answering back to staff
- throwing or flicking small items
- interfering with the property of others
- interrupting the adult when talking
- lying (depending on severity)

Follow from step 1.
Continue following flowchart for repeated misbehaviours.

Level 2

- Play fighting
- Disrespectful behaviour eg imitating adults or children
- Pushing, shoving or behaving inappropriately
- Encouraging others to misbehave
- Inappropriate physical contact
- Minor deliberate damage of property
- Persistent refusal to follow golden rules
- Name calling
- Refusal to follow staff instructions
- Lying (dependent on severity)
- swearing

Follow from step 3. Continue following flowchart for repeated misbehaviours.

Level 3

- Swearing (highly offensive)
- Behaviour liable to hurt another eg stone throwing
- Deliberate damage or vandalism
- Persistent disruptive behaviour
- Provoking others
- Spitting
- Bullying, racism, HBT* language
- Fighting

Straight to step 5. Continue following flowchart for repeated misbehaviours.

Level 4

- Verbal abuse against a child or adult
- Threatening behaviour against a child or adult
- Hurting a child or adult deliberately (dependent on severity)
- Putting themselves or others in danger
- Destroying property
- Bullying
- Racism
- HBT* bullying or language
- Proven theft

Straight to step 6

1. A look from a member of staff.

If the behaviour stops – no sanction

2. Verbal warning from a member of staff. Name moved to straight face. (yellow card)

If the behaviour stops name moved back to happy face.

3. Verbal warning and name moved to sad face.

Miss up to 10 mins from a playtime

4. Time out and miss up to 15 minutes from playtime. Parents will be informed

Miss up to 15 minutes from playtime to catch up with work missed. Parents will be informed

5. Sent to Head Teacher or Senior Teacher. Parents will be informed. An internal or fixed term exclusion may be applied.

You will work in the Head Teacher's office or work at home.

6. Sent to Head Teacher or Senior Teacher. Parents will be informed. An internal or fixed term exclusion will be applied.

*HBT: homophobic, biphobic, transphobic

Appendix 2 Lunchtime Flowchart

Playtimes

Level 1

- not listening to / following adult instructions
- muttering or answering back to staff
- interfering with the property of others incl. food
- interrupting the adult when talking
- lying (depending on severity)
- purposeful bad table manners eg sitting incorrectly

Follow from step 1.
Continue following flowchart for repeated misbehaviours.

1. A look from a member of staff.

If the behaviour stops – no sanction

Level 2

- Play fighting
- Disrespectful behaviour eg imitating adults or children
- Pushing, shoving or behaving inappropriately
- Encouraging others to misbehave
- Inappropriate physical contact
- Minor deliberate damage of property
- Persistent refusal to follow golden rules
- Name calling
- Refusal to follow staff instructions
- Lying (dependent on severity)
- Swearing
- purposeful bad table manners eg throwing food

Yellow card

Yellow card to class teacher who monitors frequency of such

Level 3

- Swearing (highly offensive)
- Proven theft
- Behaviour liable to hurt another eg stone throwing
- Hurting a child or adult deliberately (dependent on severity)
- Deliberate damage or vandalism
- Provoking others
- Spitting

Red card

Red card to CT. Lunchtime detention up to 15 mins. Parents will be informed

Level 4

- Verbal abuse against a child or adult
- Threatening behaviour against a child or adult
- Fighting
- Hurting a child or adult deliberately (dependent on severity)
- Putting themselves or others in danger
- HBT* bullying & language
- Racism
- Bullying

Sent to Head Teacher or Senior Teacher. Parents will be informed. An internal or fixed term exclusion may be applied.

2 yellow cards in one week = a red card = a lunchtime detention up to 15 mins.

CT will monitor frequency of yellow cards overall and speak with parents if necessary.

*HBT: homophobic, biphobic, transphobic

Appendix 3 ABC Form

Child /Children ……

Date ……

ANTECEDENT
BEHAVIOUR
CONSEQUENCE
SIGNED

Appendix 4 Allegation of Bullying

Name of Alleged bully	***Name of alleged victim***
Reported by	***Reported to***
Concerns	
Actions / Next steps	

Signed by person reporting: Signed by person reported to: Date:

Follow-Up / Review 1
Follow-Up / Review 2
Feed back to original reporter & date