

Bollin Primary School



Growing hearts and minds together

Behaviour Policy

Date published: November 2018

Date of next review: November 2019

This policy describes our expectations of behaviour on the school premises, the procedures for rewarding good behaviour and sanctions for unacceptable behaviour. Our Behaviour Policy promotes the mission and values of our school:

Growing hearts and minds together

We work together

We learn and achieve

We are kind and care for each other

We respect our school and community

1. Rationale

We aim to create a safe, secure, happy environment with a positive ethos of praise. We strive to demonstrate the value that is attached to social learning and the high expectations of behaviour and respect for everyone involved in the school community.

2. Approach

We believe the successful implementation of the Behaviour Policy depends upon a number of factors:

- Consistency
- Clarity
- Meaningful
- Ownership by everyone. Everyone on board.
- Whole school awareness, understanding and support
- Child-friendly policy
- Effective staff training
- Positive approach
- Fairness
- Measurable
- Respect
- Age-appropriate and relevant from Nursery to Year 6
- Visible

3. Rights and Responsibilities of Pupils

All pupils have the right to:

- be part of a safe, caring well-ordered school
- be valued as an individual
- Be allowed to learn
- have appropriate help and support from all school staff

- know whom they can tell if they have any concerns about bullying issues
- know their concerns will be taken seriously and dealt with promptly and sensitively
- be listened to
- be treated with fairness and equality of opportunity

The school expects pupils to:

- Follow the Golden Rules
- Walk quietly and calmly throughout the school at all times and use indoor voices
- Actively engage in their own learning
- Listen to others carefully without interrupting
- Demonstrate good teamwork
- Follow instructions the first time
- Be caring and demonstrate kindness to everyone
- Be responsible for their own behaviour and demonstrate self-control
- Learn to respect other people, their possessions and the school environment
- Demonstrate empathy and understand the viewpoint of others
- Enter the classroom ready to learn
- Complete learning tasks to the best of their abilities
- Use a suitable classroom voice
- Keep to the school routines
- Show good manners at all times
- Wear our school uniform with pride
- Ask adults for help when there is a problem
- not to tolerate any form of bullying or discrimination and to report bullying and/or discrimination
- be supportive to victims of bullying

4. Rights and Responsibilities of Staff (See also *Whistle-Blowing Policy*)

All staff have the right to:

- work in a safe, caring, well ordered school
- be valued as an individual
- be allowed to carry out their work
- expect pupils and parents to give them the opportunity to help solve any problems of bullying
- be treated with fairness and equality of opportunity
- be listened to
- have appropriate help and support from all school staff
- know whom they can tell if they have any concerns about bullying issues
- know their concerns will be taken seriously and dealt with promptly and sensitively

Responsibilities of Staff

- Establish a climate of trust and respect for all and provide a safe and secure learning environment
- praise, reward and celebrate the success of all children
- Be a role model for pupils
- consistently implement agreed Behaviour and Anti-Bullying policies
- Be prepared to listen and hear everyone's point of view
- Intervene early to make sure everyone is safe
- Use a calm, but firm voice to discuss the situation without prejudging what has happened
- Reward good behaviour as often as possible and appropriate
- Apply sanctions fairly, justly and consistently
- Work in partnership with parents and carers
- Reinforce the Golden Rules
- Maintain the school routines
- Develop class routines through consultation with children
- take seriously and properly investigate (in a thorough, fair and respectful manner) every incident of bullying/discrimination that is reported
- offer full support to people who try to help stop bullying by reporting it
- provide full support to victims of bullying
- provide the opportunity for pupils involved in bullying behaviour to discuss incidents in an atmosphere of openness and concern
- support pupils involved in bullying behaviour helping them to learn alternative behaviours
- report incidents of bullying behaviour by another member of staff, a parent, a governor or another adult associated with the school
- Challenge inequality, racism, bullying and all forms of discrimination

5. Rights and Responsibilities of Parents

All parents have the right to:

- Expect their child to be treated fairly
- To be listened to
- To receive support and guidance from school staff
- know their concerns will be taken seriously and dealt with promptly and sensitively

Responsibilities of Parents:

- Discuss the school rules with their child
- Talk to their child about their behaviour
- Follow procedures outlined in this policy where they have a concern about behaviour
- Talk to their child's teacher if they are concerned about a behaviour issue
- Talk to their child's teacher if the school is concerned about a behaviour issue
- Listen to their child's point of view whilst also considering the other side
- Make sure their child attends school regularly and punctually
- Make sure their child is dressed appropriately for school and has any necessary equipment

6. General Strategies to manage behaviour

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children the Golden Rules (which are displayed all around school).
- Golden Time at the end of the week used as a reward for following the Golden Rules
- Use of a calm manner by all staff when dealing with behaviour issues.
- Recognising and rewarding achievement to promote self-esteem.
- Discussion and reflection recognising that children need to be heard.
- Lots of verbal praise, stickers and certificates to reward good behaviour.
- Create behaviour plans to modify problem behaviour with the involvement of parents, teachers and children

7. Bollin Golden Rules

At Bollin:

- we are kind and gentle (*we don't hurt others*)
- we look after property
- we listen (*we don't interrupt*)
- we are honest (*we don't cover up the truth*)
- we try our best (*we don't give up*)
- we show respect to everyone (*we celebrate our differences*)
- we demonstrate good manners at all times

8. Rewards

Praise – lots of!

Stickers

Contacting home

- ✓ Regular opportunities when seeing / speaking to parents to report achievements in school
- ✓ Send 'A note home ...' for good work / behaviour
- ✓ Praise postcards sent home by post for exceptional work / behaviour or sustained improvements over time

Dojos (KS2 only)

- ✓ Given in each class for good conduct / learning behaviour linked to school values

- ✓ Given and recorded immediately
- ✓ Children can 'collect and spend' points. Awards given for 5 / 10 / 15 / 20 / 25 dojos. (each teacher to agree awards with the children and display in frames on each table). Children can choose to spend or save their points for a greater award
- ✓ High profile and visible each day in the classroom

Team points (Years 1 – 6 only)

- ✓ given for class contribution / work only NOT behaviour
- ✓ only 1tp given at a time
- ✓ collected Friday lunchtime and weekly winners announced in Monday's Achievement Assembly
- ✓ Non uniform day for winning team at the end of each half term (parents informed in a Parentmail on the penultimate day)

Golden Time

- ✓ Friday afternoons from 2.45 – 3.10 (KS1) 2.45 – 3.15 (KS2)
- ✓ Golden Time display in every classroom, Children choose their Friday activity on Monday, and put their name on the display.
- ✓ Carousel system of activities.
- ✓ EYFS
 - Open door between Reception classes
 - Extra enhancements within play provision or toast / biscuits with snack
- ✓ KS1 Golden Time
 - Activities chosen by each class on a weekly basis
 - Activities to be fun, exciting with an educational purpose.
 - Carousel run across Years 1 and 2
- ✓ KS2 Golden Time
 - Activities chosen by each class at the end of each half term for the following half term.
 - Activities to be fun, exciting with an educational purpose.
 - Carousel run across Year 3/4 and Years 5/6
- ✓ Parents asked if any can offer an activity on a half termly basis.
- ✓ Yellow/Red cards logged on school system.

Achievement Assemblies

- ✓ Achievement Assembly every Monday at 9.10am – positive start to the week
 - 2 children from each class presented with a certificate. Certificates linked to school values.
 - Golden File in entrance area for parents to see who has received a certificate
 - In EYFS, there is a Golden Display in the windows where children's names will be displayed
- ✓ Achievement Assembly every fortnight
 - Includes dinner time awards, sporting awards and awards achieved outside school

Class Awards

- ✓ Class Awards given to promote collective responsibility
- ✓ 30 awards = 1 hour class treat (30 minutes Golden Time and 30 minutes extra)
- ✓ Class Award given if no child loses any GT that week

(Guidance for staff: Class Award treats should incur no expense, be self-contained and, as a rule of thumb 4-6 awards achieved a year)

9. Inappropriate Behaviour

This list is not intended to be exhaustive but provide guidance. Staff should assess a situation and use professional judgement in conjunction with the policy guidance when dealing with a situation.

Inappropriate behaviour – Level 1

- Low level disruption
- Answering back.
- Misuse of property
- Lateness to lessons
- On-going untidy appearance
- Telling lies
- Teasing
- Wasting resources.
- Wandering around the classroom.
- Not completing learning tasks
- Dropping litter, throwing or flicking objects in the classroom mistreating playground equipment.
- Deliberately distracting others.
- Calling out or shouting in class.
- Unsocial behaviour at the lunch table.
- Teasing or deliberately 'winding up' other children.
- Unhelpful, uncooperative behaviour.

Inappropriate behaviour – Level 2

- Continuous disruption
- Continuous refusal to follow task / instruction
- Intentional damage of property
- Persistent lateness to lessons

Inappropriate behaviour – Level 3

- Refusal to accept adult's instructions
- Vandalism
- Leaving the classroom without permission
- Insulting other children / family.
- Spitting
- Swearing as part of general conversation.
- Spoiling other children's work, including making fun of another child's work.
- Misuse of toilets and wash areas.
- Interfering with another person's property.
- Threatening or intimidating behaviour to peers, including swearing at another person.
- Arguing with an adult, including walking away when adult is talking

Inappropriate behaviour – Level 4 or 5

- Theft.
- Running out of school.
- Physically violent behaviour (fights and physical attacks on others).
- Discriminatory language or behaviour.
- Knowingly inappropriate touching / actions.
- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour).
- Refusal to follow safety instructions, serious misuse of equipment.
- Deliberate dangerous play.

10. Sanctions

Level 1

- Reminder about appropriate behaviour.
- Warning that there will be a consequence.

Level 2 – Yellow Card

- EYFS: 5 min time-out
- KS1 / 2: Deduct 10 minute entitlement to Golden Time for first card of the week, 5 minutes for subsequent cards
- May separate / remove children from source of problem, if required.
- If at playtimes / lunchtimes, 'time out', if required.
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Level 3 – Red Card

- Partner class for 25 minutes
- Deduct 10 minute entitlement to Golden Time for first card of the week, 5 minutes for subsequent cards (if red card given after moving through Levels 1 and 2)
- If an immediate Red Card is given (without going through Levels 1 and 2) 15 minutes Golden time is lost.
- Child to complete Behaviour Diary (verbal discussion with younger children) and bring to SLT (*Appendix 2*).
- For every Red Card given, Standard Letter B sent home

Level 4

All sanctions from Level 3 and:

- Send child to Deputy Head teacher
- Deputy Head teacher to inform and meet with parents.

Level 5

All sanctions from Level 4 and:

- Send child to Headteacher
- Head teacher to inform and meet with parents.
- Sanctions may include internal exclusion (removal from class / playground), fixed term or permanent exclusion.

Responses to low level inappropriate behaviour will usually start at Level 1 with a warning, and progress up the levels each time the action is repeated within an appropriate timescale.

Staff must use their judgement, remembering that sanctions must be immediate and proportionate to be most effective.

Responses to more serious incidents will usually start at Level 1 for first offences, but staff will need to use their judgement to decide if it should go straight to Level 3. This will often depend on whether the child has committed this offence before, and will also be influenced by whether other children have been upset by their actions.

In the case of very serious incidents, SLT must always be notified. The Deputy Headteacher will maintain Behaviour Records on all children who commit very serious offences and on children who repeatedly misbehave at a lower level.

11. Loss of Golden Time

For the first card a child has receives during the week, they lose 10 minutes of their Golden Time, for all subsequent cards they lose a further 5 minutes for each card.

Those children who have lost Golden Time will be sent to a designated area in school, where they will be supervised by the Deputy Headteacher (DHT).

During 'Loss of Golden Time', each child will have to explain to the DHT why they have received a Yellow / Red Card and the DHT maintains a whole school record.

If the DHT records indicate a child is regularly losing Golden Time they will work with the classteacher to discuss the concerns and meet with the parents.

12. Informing parents

Parents need to be made aware when their child is behaving well or when they are unsafe and / or persistently disrupting learning in school for themselves or others. Parental involvement at early stages is advisable.

We can keep parents informed in a variety of ways:

- Speak at the end of the day to parents or relay messages through whoever picks them up (if appropriate)
- Letters, notes, cards, telephone calls to inform parents of good behaviour as well as concerns that may have arisen during the day
- Parents' evenings

Staff should use the opportunity to speak with parents about positive, 'GOOD' behaviours as well as concerns. Parents must be informed on the same day if their child has received a Red Card.

13. Reporting concerns

Any pupil with concerns should speak in the first instance with their classteacher or another adult in school that they trust e.g. a teaching assistant

Any parent with concerns should follow these procedures:

- 1) Always speak to the **classteacher** in the first instance even if a child is working with an individual teaching or assistant or receiving pastoral support. It may be that the situation is passed on to a member of the pastoral team but the classteacher should always be informed first.
- 2) If a parent is not happy with the response or feels the matter hasn't been fully addressed they should then see the **Key Stage Leader**:
(Early Years – Mrs Spark/Mrs O'Hara, KS1 – Mrs Marshall, Lower KS2 – Miss Robinson, Upper KS2 – Mr Hampton)
- 3) The next stage is to speak to the **Assistant Headteacher**
- 4) The final stage is to speak to the **Headteacher**

13. Inclusion

School may be required to investigate or assess potential special educational needs and disabilities (SEND) and/or social emotional mental health needs (SEMH) in relation to a child. Parents will always be involved in this process. This may include:

- When a child has appeared regularly on CPOMS
- When the behaviour presented is over a sustained period of time
- When a teacher/parent/child has expressed concerns in this area - When a pupil is diagnosed with a behaviour related condition (such as ADHD)
- When a child has been excluded from school or internally

For some children, it may be appropriate to develop an Individual Behaviour Plan (IBP) where the support and management of the child's behaviour is personalised to meet individual need. An IBP would be developed and agreed with parents.

14. Monitoring and Evaluation

All classteachers and teaching assistants to enter Yellow and Red cards on to CPOMS where the Behaviour Lead collates information and runs reports to monitor individual, class and group trends. Information entered must address the 5Ws-Who, What, Where, When and Why so that a context is provided for each incident with clear rationale for actions taken.

This information is monitored by SLT and further action taken where appropriate.

Biannual Behaviour Audits will formally review the consistent implementation and impact of the Behaviour Policy.

Appendices

Appendix 1 – Behaviour Diary to support child on IBP

Behaviour Diary			
Name:		Date:	
What I did	Why this was not a good thing to do	How I can put it right	What I will do next time



