

**Behaviour Policy 2019/2020**

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| Date of approval: | February 2019 |
| Signed: Deputy Headteacher: |  |
| Signed: Team Leader |  |
| To be reviewed by: | February 2020 |

**Behaviour Team Policy**

**Mission Statement**

As a school, we value good behaviour and see it as a vehicle for learning. It is the aim of Broughton Jewish Cassel Fox Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to uphold the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**Aims**

* To develop high standards of work and behaviour, which can be constantly and consistently praised and rewarded.
* To create a positive atmosphere in school.
* To promote the values of respect, co-operation, self-discipline, consideration and responsibility which underpin good behaviour.
* To keep parents/carers clearly informed of their child’s progress and behaviour.
* To provide clear guidance to staff, pupils and parents/carers about the school’s code of practice.

**General Guidance**

* All staff will lead in dealing with children and in reinforcing good behaviour.
* All staff should try to ‘catch’ the children being good – avoiding traps for negative situations
* All staff will use the ‘Traffic Lights Behaviour Rules and Consequences’ ‘Cloud and Sunshine’ EYFS
* All staff and other adults will treat all children with equal respect.
* Good behaviour should always be praised and noted.
* Unacceptable behaviour should be dealt with quietly.
* The names of children behaving well should be said frequently.
* The names of children displaying poor behaviour should be said as little as possible.

It is important to:-

* Avoid confrontation.
* Criticise the behaviour and not the child.
* Allow the children a second chance, giving them the option to change to more appropriate behaviour.

**Procedures**

All adults working in school must use the following procedures:

If you do this… these are the consequences

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| **• Continuation of disruptive behaviour after out of class consequence put in place****• Fighting, injuring another pupil, physical contact to staff, speaking aggressively to staff** **• Swearing, racist comments or abusive language heard by an adult** **• Complete refusal to do work or follow instructions to go to ‘Time Out’** **• Deliberately damaging school property or stealing** **• Behaviour likely to endanger yourself or others** | **Involvement of senior school staff:****• Sent to member of SLT** **• Possible loss of a privilege****• Recorded internal exclusion from class** **• Parents contacted for a meeting****• Fixed term exclusion** |
| **• Continuation of disruptive behaviour after in class consequences put in place** **• If behaviour is seriously disturbing the learning of others** **• Not following adult instructions** **• Back chatting or inappropriate response to an adult** **• Throwing, misusing or breaking equipment** | **Before moving to RED and involving Senior Management/parents, try using ‘Out of Class Consequences’:****• Sent to another class for 5—10 mins for ‘Time Out’** **• Asked to finish /continue a piece of learning, write a letter of apology or complete a ‘thinking about my behaviour’ sheet** **• Loss of playtime to speak with class teacher** **• Parent contacted verbally (by the class teacher)** **• Behaviour incident logged** **• May be asked to contribute to cost of, or replace, broken equipment** |
| **• Talking out of turn, calling out, making noises** **• Fidgeting or swinging on chair** **• Snatching equipment** **• Poking or touching others** **• Running in the classroom or corridor** **• Moving from your seat without permission** **• Arguing with peers or reported unkind comments** **• Distracting others** | **In Class Consequences:** **• Given a verbal reminder of the classroom rules (use the poster in your room)** **• Asked to move seat within the classroom** **• Reminded of choices and consequences** |
| **• Following our school’s Behaviour Rules** | **WELL DONE! You are remembering to follow our school’s Behaviour Rules.** |

**This is not a prescriptive set of rules. You know your children and what will work for them. Please use your discretion and give the child a chance to modify their behaviour. Remember to praise the child as soon as they follow the rules.**

**PIP- Praise in Public** - by the use of public praise, other children see what good practice is and can try to emulate it. They too will then also enjoy getting the praise for their efforts. Those receiving the praise feel more positive, it lifts their self-esteem and encourages them to repeat their good behaviour.

**RIP- Reprimand in private** – whenever appropriate a private word explaining your disappointment and/or upset, works better than a public telling off where a child can feel humiliated and anger against the teacher. Relationships need to be strengthened so that children will want to please their ‘teacher’. Try to then ‘catch’ the child in so that they can receive praise which will hopefully lead to continued improvement. In some situations a controlled public reprimand may be necessary as a learning situation for others – e.g. to avoid dangerous situations.

**1. CHILDREN IN CLASS**

Teachers within each area of the school will have defined set of behaviour rules (Behaviour poster). These will be discussed with the class at the beginning of each new school year and are to be displayed prominently within each class area at all times. Teachers should ensure understanding and compliance with these rules early in the school year. Teachers should keep the rules in children’s minds by referring to them frequently, especially at the beginning of each term. All staff should look for opportunities to praise individuals and groups whenever they are conforming to these promises.

Comments such as:-

‘Thank you for doing as I asked.’

‘Thank you for walking so sensibly.’

‘I noticed you helped \_\_\_\_\_\_ to understand what to do, thank you!’

Should be used, rather than:-

‘Do as you are told.’

‘Don’t run.’

‘Get on with your work.’

**Rewards**

Wherever children choose to display this appropriate behaviour, all staff will reward with:

* Sincere verbal praise followed by ‘thank you’
* Non-verbal praise e.g. thumbs up, smile
* Special tasks and responsibilities
* Stickers, house points
* Star of the week awards (in class certificates)
* Special mentions (in assembly-possibly winning house points or a certificate)
* A word with a parent/carer at the end of the day
* Telephone call home
* Post card home

It is an expectation of all adults working in school that, at all times, they should exhibit a professional and consistent team approach which is welcoming for all pupils.

**Consequences**

Wherever a child persistently chooses not to display appropriate behaviour, so causing concern, teachers will follow the discipline procedures which will be displayed in all classrooms. (Traffic Lights Rules and Consequences)

Teachers will be required to record on behaviour on ScholarPack

**2. CHILDREN AT PLAYTIMES**

Adults will assist in ensuring that pupils are orderly and quiet on their way to the playground. **All Teachers will escort their children to the playground door. Visual contact should be made with one of the members of staff on duty.**

**Rewards**

Verbal praise/House Points are given

**Consequences**

* Verbal warning
* Stand by the wall for a period of time
* Loss of a playtime to talk through behaviour with their teacher or member of SLT
* Report to a member of SLT

**3. CHILDREN IN ASSEMBLIES**

Adults will assist in ensuring that pupils are orderly and quiet prior to entering the hall. They will also ensure that children settle quickly by continually reinforcing good behaviour with non-verbal rewards. Teachers will, where possible, ***watch*** their class during assembly.

**Rewards**

Verbal praise /House Points are given

**Consequences**

* Non-verbal warning
* Verbal warning
* Child moved to sit near a teacher
* Child removed from assembly and spoken to later by the person taking assembly.

**4. CHILDREN AT LUNCHTIMES**

Pupils are expected to be polite and cooperative with one another and with the lunchtime supervisors and cooks. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules.

**Rewards**

Wherever children choose to display good behaviour, lunchtime supervisors will reward with:

* Sincere verbal praise
* Non-verbal praise e.g. thumbs-up, smile
* Special tasks or responsibilities
* Stickers
* A word with the teacher at the end of lunchtime
* Lunchtime certificate rewarded at the next assembly

When lunchtime supervisors observe children displaying good behaviour in the dining hall or on the playground, the child should receive a sticker.

**Consequences**

* Verbal warning
* Withdraw play by standing by the wall for a short period (Explain to the child why they are being removed from play)
* Incident recorded in Behaviour Record Book
* Report to SLO
* Behaviour reported on ScholarPack
* Class teacher informed
* Report to SLT

**5. WET PLAYTIMES**

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each classroom). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

* Pupils should remain in their own classroom area
* Pupils should remain seated as much as possible. Movement around the classroom should be calm and orderly
* No scissors, tools or glue should be used
* Pupils should not write on the board
* Pupils should clear away when asked to do so by break or lunchtime staff

**Rewards**

Verbal praise /House Points are given

**Consequences**

* Verbal warning
* Withdraw play by standing by the wall for a short period (Explain to the child why they are being removed from play)
* Incident recorded in Behaviour Record Book
* Report to SLO
* Behaviour reported on ScholarPack
* Class teacher informed
* Report to SLT

If a child is reported to SLT by the SLO three times, a letter will be sent home reporting that the child is isolated during lunchtimes for a short period of time. Parents/carers will be invited in to school to discuss the behaviour and the lunchtime exclusion.

In addition to the above, the following circumstances would initiate the child being

immediately removed from the situation and seen by a member of the SLT:

* When a child deliberately injures another
* When a child deliberately destroys property
* When a child deliberately and persistently refuses reasonable adult requests

At the end of lunchtime, when the bell rings, all Teachers and TA’s will take over from SLO staff and will be responsible for making sure the children come into school sensibly.

**6. SERIOUS SITUATION PROCEDURES**

Whenever a child exhibits behaviour in the classroom that is not modified at the time by carrying out the steps noted in section 1, the child will be removed from the teaching area (by the teaching assistant/teacher. If no other adult is available, a child should be sent to the office to request help)

**Consequences**

1) The child will be isolated away from his/her peer group, and others, with appropriate work available, to allow the child to save face by giving them the chance to calm down and to change to more appropriate behaviour.

2) The parents/carers of the child will be informed during or at the end of the day by the class teacher/SLT to alert them of the situation and elicit their help through discussion of ways of assisting their child to display the required behaviour in the future.

3) If the child does not calm down, the SLT member will keep the child isolated.

4) The parents/carers of the child will be contacted by telephone, if possible, to alert them of the situation and request them to take their child home for the remainder of the school day.

5) Where necessary, in very serious situations, a child may be excluded for a short

period of time. In all such cases, a standard record of the incident and action taken will be added to the pupil’s record file and to their computer record.

Appropriate sanctions will also be applied in such cases in consultation with the child, for example:

* Loss of break time
* Loss of privileges
* Withholding rewards (e.g. if their house wins an extra break)
* Moving places
* Close supervision
* On report
* Reporting to SLT (at regular times during the school day)

In addition to the above, the following circumstances would initiate the serious situation procedure:

* Bullying
* Swearing
* Insolence
* Physical attack

In the event of persistent cases of serious situation procedure activated for a particular child, a Support Programme should be initiated. This should consist of:

* Assessment of the pupil’s overall behaviour (all staff who work with child involved)
* An Individual Education Plan (IEP) for behaviour (to be evaluated by all staff who work with the child and an SLT member)

Where this programme proves unsuccessful in modifying behaviour in the long term, the Chair of Governors will be informed to consider future action by the school. This action may consider, for example, involvement of other agencies or exclusion under the terms of the existing exclusion policy.

The law, as described in detail in DfEE Circular 10/99, allows both Fixed Term Exclusions and Permanent Exclusions.

* Fixed Term Exclusion – Head teachers can exclude a pupil for up to 45 days in a school year.
* Permanent Exclusion - this is an acknowledgement that the school can no longer cope with the pupil. It would not be normal to exclude permanently for a ‘one off’ or first offence.

**Special Educational Needs**

Some children have particular emotional and behavioural needs that require special

assessment and programmes. In these cases we follow the LA’s Code of Practice.

We receive support from outside agencies, e.g. an Educational Psychologist and the

Behaviour Support Team when appropriate.

**Behaviour outside school**

When on trips and visits pupils are expected to behave in a manner that reflects the school’s values and ethos. Before setting out on a trip, pupils should be reminded to:

* Thank any adult who has helped
* Be aware of other groups and visitors and respect their needs
* Be sensible, quiet and polite
* Move in a calm, orderly manner at all times
* Keep to their group and do as their leader asks them

**Parents’ Role**

By enrolling a child at this school, each parent/carer is expected to consent to the request to join with the school in furthering the aims of this policy at autumn parent’s evening. Pupils and parents/carers should be prepared to put into the partnership to ensure a successful primary education for every child. We also request that parents/carers do not encourage children to retaliate to provocation that may occur but rather encourage the child to seek help. Encouragement to retaliate is in breach of the school’s policy.

The school is committed to the principle of regularly informing parents/carers about positive behaviour, or otherwise, of the children. This occurs in many ways:

* Telephone call
* Post cards home
* House point reward letters
* Consultation evenings
* Requested meetings

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy. All aspects of our Policy apply not only to children and Staff but also to parents and others in school at all times when they are on the school premises.

Any concerns that a parent/carer may have with regard to the wellbeing of their child should be discussed in the first instance with the child’s class teacher.

**Monitoring and Evaluating**

We will regularly monitor our behaviour system for rules /rewards and consequences.

Information and feedback regarding the effectiveness of our policy across the school

comes from a variety of sources including:

* Informal reports from staff / parents / pupils
* Feedback from classroom observations
* Questionnaires for parents / staff / pupils
* Number of pupils sent to SLT
* Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

**The role of the Behaviour Team**

* Support class teachers with behaviour management. (Mentor system in place)
* Monitor number of incidents logged on ScholarPack.
* Inform parents when we are concerned about a child’s behaviour.
* Ensure individual behaviour plans are written and used.