

All Saints' and St Richard's Church of England Primary School



Behaviour Policy

Implemented	September 2013
Review Cycle	Three Years
Review Date	Academic Year 2016-2017

Behaviour Policy Aims

- ◆ To provide a **safe** and **secure environment** for our children.
- ◆ To create a **happy atmosphere** in which both **parents** and **staff work together** for the welfare of the children.
- ◆ To promote **Christian values** as outlined in the School's Vision
- ◆ To encourage children to adopt agreed standards of behaviour and values in order to **develop a sense of self-discipline** and to **take responsibility for their actions.**
- ◆ To encourage children to be **polite, well-mannered, helpful** and to become **good citizens.**
 - ◆To ensure that **no child is prevented from learning** by the behaviour of another child.
 - ◆To ensure that **none of the teaching team are prevented from teaching** by children's behaviour.
 - ◆ To **reward** and promote **good behaviour.**

Every time a child's unacceptable behaviour goes unchallenged it is condoned.

This demands a **positive policy** encouraging socially acceptable behaviour and high standards of work, as well as the setting of a good example by staff and parents.

PRAISE AND ENCOURAGEMENT SHOULD BE USED WHENEVER POSSIBLE

Positive Behavior Management

Good behaviour management not only relies upon clear expectations with rewards and consistent boundaries with consequences; it is also essential to have good classroom management skills. For this reason this policy should be read in conjunction with the school's Assessment for Learning and Teaching Policy. The following information gives an overview of elements of classroom management that should be considered when thinking about promoting positive behaviour in the classroom.

Learning Environment:

It is essential that the learning environment is well organised so that children can access the resources they need to support their learning. All resources should be clearly labelled and well organised into clear areas of learning. This means that the classroom must be uncluttered. The furniture should be arranged so that the children can move around the classroom freely as required. Full details are given in the Learning Environment Policy.

Clear Routines:

Children like and need routine. They need to know what the expectations are, that the expectations are rewarded when met and challenged when they are not met. This means that expectation becomes a reality. The routines for the start and end of sessions are particularly important as these tend to be less structured and key times when standards of behaviour can fall. The teacher needs to be clear on the routines needed and establish these early in the school year, however the teacher needs to constantly reflect on these routines if behaviour becomes challenging or harder to manage.

Consistency:

Consistency is essential; children need to know what the teacher's expectations are and the teacher needs to be tenacious in demanding that the children meet these expectations. The expectations need to be shared with all adults in the classroom and all adults need to work together to support the children in meeting the expectations. Children must be praised for meeting the expectations.

Planning:

It is important that the planned learning is informed by both summative and formative assessments as the work needs to be closely matched to the different abilities of the children in the class. If there is a mismatch between the level of the work and the children's ability then this can trigger poor behaviour.

Groupings:

The teacher also needs to consider how children are grouped in the class to ensure that the grouping of children supports the children's learning and their ability to behave well. In considering all groupings the class teacher needs to be proactive in foreseeing any potential difficulties and take action to prevent the difficulty from occurring.

Relationships:

Relationships in the classroom create the atmosphere in which the children learn and behave. It is important that the teacher gets to know the children in the school really well so that they know what they can use to motivate and interest the children to support positive behaviour. It can also help in identifying triggers to poor behaviour. To support children in behaving positively relationships need to be positive as well.

Adults as Role Models:

Adults in the school need to model the behaviour they want from the children. The relationships between the adults need to be a model of the behaviour we want the children to have. Adults need to treat each other with respect, show tolerance, support each other, be polite, model making good choices, showing forgiveness and saying sorry when things go wrong.

Working in Partnership:

When a child's behaviour starts to cause concern, the teacher needs to look at the routines, expectations and work being provided to the pupil, but it is also important to speak to parents/carers as soon as possible to understand if there is anything outside of school that could be impacting on their behaviour, but most importantly school and home will need to work together to have the best chance of supporting a child in improving their behaviour.

Behaviour Policy Aims

It is important that every child knows what behaviour is expected from them while they are at school or taking part in school activities such as trips or sporting tournaments. For this reason All Saints' and St Richard's Church of England Primary School (ASSR) has adopted a School Agreement (outlined on the following page) which is displayed in every classroom and around the school. This gives the children, staff and parents/carers a clear vision of what is expected.

They are not about the routines which children should follow but instead are a set of moral values which give children a clear message about the way they should behave.

Our School Agreement is reinforced during Collective Worship, Religious Education and circle time, so that the children can learn why these values are so important and how to put these moral and Christian values into practise in real life situations.

School Agreement

Everyone in our school will:

Try our best in all that we do at school.

**Treat other people with respect, be helpful,
honest and polite.**

**Work and behave in a way that makes us proud
of ourselves and each other.**

Move quietly and safely around the school.

Look after our school, inside and out.

School Rewards

The Behaviour Policy at ASSR aims to promote the positive giving encouragement and praise rather than criticism and punishment. It also develops an understanding of the Christian values of forgiveness and compassion.

When we have to criticise or punish we attempt to be constructive by giving advice on how to improve. If necessary a behaviour modification programme will be set up for individual children finding it difficult to keep the School Agreement. To ensure that good behaviour is continually being promoted, a structured reward system has been set-up for use **throughout** the school by **all** members of staff.

Praise Marbles

These are given out by all adults in school to all children who are behaving in the desired way in the classroom, moving around the school, in worship and on the playground. They are also used to praise children for good work. There is an expectation that Praise Marbles should be given out during every lesson.

If a child is praised they should be given a Praise Marble.

Each class has a plastic jar in which the Praise Marbles are collected. The Praise Marble Jars are taken to Celebration Worship each Friday and added to the School Marble Jar.

Praise Points

At school there are four houses representing famous people from the local area – these are: Kipling, Fuller, Cade and Hunt. All children are put into a House when they join the school. Siblings are put in the same House. Children in Year 6 become the House Captains each year.

When a child is given a Praise Marble, as well as putting the marble in the jar they should put a Praise Point against their team. Each Friday the team captains will collect the Praise Points and display them during Celebration Worship. The House which has earned the most marbles that week gets an extra playtime on Friday afternoon. A template for recording Praise Points can be found on the staff drive in Routines/Praise Teams.

Behaviour Marbles

The aim of the Behaviour Marbles is to ensure that those children who consistently behave well are rewarded on a daily basis for their positive behaviour. If a child does not get beyond the Think Board they earn a Behaviour Marble which is added to the Class Marble Jar along with the Praise Marbles.

A school target is set for the number of marbles needed for a whole school reward. Once the target has been met every child in the school will take part in the reward. The reward will take place on a Friday afternoon and all teaching staff will be involved in organising a fun and educational afternoon to reward the whole school community.

Stars of the Week

Any member of staff can nominate a child to be given a Star Award for a number of reasons, including; showing extra effort in their work, producing work of a good standard, an improved attitude to their learning, particularly good manners, excellent answers during class discussion, being helpful, consistently good effort, work or behaviour etc.

Stars of the Week are given out by the class teacher as they are earned by the children. The teacher completes the Star Award certificate and displays it on the class Praise Board. At the end of the week the child is given a sticker and takes the Star Award home to share with their parents and carers.

Each classroom has a Praise Board with photos of the children displayed who have received a Star Award that week with the reason for receiving the award displayed. This raises the profile of the children making good choices and makes children feel valued and positive about their achievements.

Gold Awards

Gold Awards are given out in Celebration Worship each week to children who make their teacher go 'WOW'. It should be given for work that is of a **very high standard for that child** or for a **significant and sustained improvement** in attitude or behaviour.

The deadline for Gold Awards is 10:15 am on Thursday morning. Gold Awards must meet this deadline so that the children's parents can be contacted and invited to attend Celebration Worship on Friday afternoon. Children should not be told they have a Gold Award until they arrive in Celebration Worship, it is a secret and should be a surprise when they arrive in Celebration Worship. Please make sure that any child's work for Celebration Worship is handed to the headteacher by the end of the day on Thursday.

Those children who have been nominated for a Gold Award will be announced at the beginning of Celebration Worship, up until this point it should be kept a secret from the child. Once announced the children will be invited to sit at the front of the hall to show their work to, or share their achievement with, the rest of the school.

Recipients of Gold Awards will have their name recorded on the weekly newsletter and their certificates displayed on the Praise Board.

It is hoped that by promoting the positive behaviour, displayed by the overwhelming majority of children in our school, that a happy atmosphere in which children will want to behave and learn will be created.

Furthermore, it is hoped it will have a beneficial effect on the general standards of behaviour displayed around the school.

As well as having rewards children also need boundaries. For this reason the school has introduced structured sanctions for those children who break the School Agreement.

School Sanctions

All children have the right to feel safe and secure whilst at school, for this reason any child breaking the School Agreement needs to know that there is a consequence for their actions. Although all staff should have high expectations and reward all positive behaviour there are a minority of children who at times display challenging behaviour. For this reason the following framework has been devised to provide **all staff** with support and guidance in dealing with negative or disruptive behaviour.

To be effective it is essential that **all staff** implement the policy and that we are consistent when dealing with challenging behaviour. This must be followed in the classroom, on the playground, in worship, in the corridor and by teaching assistants working with children outside the classroom. However, each new day provides the children with a fresh start.

It is essential that the **whole school** adopts the **same approach** and that all staff support the implementation of the policy to ensure it is effective as possible.

Staged Approach

Think Time

- ◆ This is given to those children who break the School Agreement at a low level.
- ◆ A verbal warning is given to the child to let them know that they have broken the School Agreement and need to think about their choice of behaviour. Their peg/name card is moved onto the Think Board.
- ◆ There is no consequence at this stage.
- ◆ On the playground the incident is recorded on the laminated Think Board.

Stage 1: Sad Face - Loss of Marble

- ◆ A child breaks the School Agreement for a second time and the child's peg is put on the Sad Face indicating that the child has lost their Behaviour Marble.
- ◆ There is no further consequence at this stage.

Lunchtime

- ◆ The child loses the Behaviour Marble for the class towards the school reward.

Stage Two: Time Out 10 Minutes

- ◆ The School Agreement is broken for a third time or it can be given for a more serious incident.
- ◆ The child is given immediate Time-Out for ten minutes in their partner class.
- ◆ The child sits at the Time Out area with a timer and thinks about how to improve their behaviour when returning to their lesson.
- ◆ The Child's peg/name card is put on the Time Out Board and the class teacher logs the incident on the child's Individual Behaviour Log (Appendix 3).

Partner Classes:

The children know which class they need to go to when they receive time-out in another class. The partner classes are:

- Treetops to Sparrowhawks
- Sparrowhawks to Buzzards
- Buzzards to Sparrowhawks

Lunchtime

- ◆ The children are given Time-Out for 10 minutes on the designated bench in the playground.
- ◆ This can be given for a more serious incident as outlined in Appendix 4.

Stage Four: Time Out Deputy Headteacher and Letter Home

A child continues to misbehave and to break the School Agreement. The child is sent to the Deputy Headteacher for time-out (Treetops classroom).

A child can also be sent to the deputy headteacher for a serious incident such as:

- Physically or verbally abusing another child;
 - deliberately vandalising an object;
 - stealing from another member of the school community;
 - using directed abusive language (swearing).
-
- ◆ The child is sent to the Deputy Headteacher for Time Out for 30 minutes – work to be provided/available in the class.
 - ◆ An Incident Record Sheet must be completed as soon as possible and handed to the Deputy Headteacher – must be the same day (see Appendix 5).
 - ◆ The Deputy Headteacher will phone the parent to inform them that the letter is coming home and the reasons it has been given.
 - ◆ A copy of the Deputy Headteacher Letter (Appendix 6) and the Incident record Sheet should be logged in the Behaviour File kept in the Headteacher's Office.

- ◆ If the difficult behaviour persists the child will be placed on a Behaviour Improvement Programme. The child is set a target for improving their behaviour. They are rewarded with behaviour stickers each time the target is met and these can be turned into Behaviour Marbles towards the school reward. In more extreme cases the Behaviour Marbles can be used for small step rewards. An example of a sticker chart is given in Appendix 7.
- ◆ Once the chart is complete or the behaviour improves the child is removed from the Behaviour Improvement Programme.

Lunchtime

- ◆ If a child reaches Stage 4 of the Behaviour Code at lunchtime then the Deputy Headteacher should be informed. A letter will be sent home.
- ◆ The child will miss the rest of their lunchtime for that day and have Time-Out with the Deputy Headteacher.
- ◆ If the difficult behaviour persists the child will be placed on a Behaviour Improvement Programme. The child is set a target for improving their behaviour. They are rewarded with behaviour stickers each time the target is met and these can be turned into Behaviour Marbles towards the school reward.
- ◆ Once the chart is complete or the behaviour improves the child is removed from the Behaviour Improvement Programme.

If difficult behaviour persists then once the Behaviour Improvement Programme should have been introduced the SENCo should be advised to arrange an observation of the child.

Stage Five – Headteacher Letter

The child continues to misbehave and is sent to the headteacher. It can also be given for a very serious incident.

- ◆ An Incident Record Sheet must be completed as soon as possible and handed to the Headteacher – must be the same day.
- ◆ The Headteacher will make contact with the child's parents/carers to inform them of what has happened and explain that their child's behaviour has put them at risk of exclusion.
- ◆ A Headteacher letter will be sent home following the telephone call.
- ◆ A Thrive intervention and assessment will be triggered and school will need to work in close partnership with parents/carers and outside agencies.
- ◆ A personalised behaviour programme will be devised and recorded on a Behaviour Support Plan to be shared with all staff (Appendix 8).
- ◆ This is given for only the most serious incidents and will be logged in the Behaviour File and in the child's individual file.

Stage Six – Exclusions

- ◆ For the most serious incidents or series of serious incidents that are putting the child or others at risk a fixed-term or permanent exclusion will be considered.
- ◆ In deciding on whether a child should be excluded the school will follow the Local Authority guidance on exclusion.

As a result of the 1986 Education Act, and in common with all East Sussex Schools, there is no corporal punishment.

Pastoral Advice

Pastoral advice forms an important part of the behaviour framework at ASSR. Much counselling is of an informal nature and teachers and support staff have an important part to play. Their specific responsibility is to spend time with the children to sort out any problems that arise.

In addition to this, Personal, Social, Health and Economic (PSHEe) education is a valued element of the school curriculum.

Working in partnership with parents/carers helps us to reach a better understanding of, and approach to, the children in our care.

If any problem or query concerning a child's work, behaviour or welfare arises, parents are advised to contact the class teacher in the first instance (preferably by appointment or at the end of the school day) or the Headteacher if the matter is either urgent or personal.

The school currently has two thriveftc trained practitioners and for any child who is experiencing an emotional difficulty a thrive assessment can be undertaken, with parent/carer permission, to try and better understand the child's emotional needs and how best to address these.

If a thrive assessment is undertaken then an action plan will be developed and shared with home and key school personnel. As part of the action plan the child may attend the thrive group that happens once a week or have some 1:1 work with a thrive practitioner.

The school also undertakes a whole class thrive screening three times a year to better understand each class' emotional needs. The screening informs class targets for emotional development and identifies any children who are in need of an individual assessment for which parent/carer permission will be sought.

A summary of the Behaviour Policy is sent home to all parents/carers to ensure that they have a full understanding of the policy (Appendix 9).

Appenices

Appendix 1 – Stars of the Week

Appendix 2 - Gold Award

Appendix 3 – Individual Behaviour Log

Appendix 4 – Lunchtime Guide to Stages

Appendix 5 – Incident Log

Appendix 6 – Deputy Headteacher Letter

Appendix 7 – Behaviour Chart

Appendix 8 – Behaviour Support Plan

Appendix 9 – Parent Summary

Appendix 10 – Behaviour Policy Summary

Star Award

Awarded to

For

Signed



Child A

Gold Award

**Fantastic use of water
colours to create a
detailed landscape scene.**

WOW!

Date: Friday September



Individual Behaviour Log

Child's Name: _____ Class: _____

Date	Incident	Paperwork
16-09-13	Continued to refuse to complete work even when additional explanation given	N/A

Stage 3: Incident Record Sheet /Deputy Head Letter

Stage 4: Headteacher Letter

Stage 5: Exclusion Paperwork

Lunchtime Behaviour Guide to Stages

Think Time - Recorded on Laminated Think Board

- Playing out of bounds
- Pushing coming in from the playground/Line
- Running in the corridor
- Using equipment inappropriately

Stage 1: Sad Face – Loss of Class Marble

- Rudeness
- Repeat of Think Time Behaviour

Stage 2: 10 minutes Time Out Bench

- Spoiling the enjoyment of others
- Name calling
- Ignoring a request
- Teasing another child
- Taking a situation into their own hands (playground police)
- Poor language (undirected)
- Repetition of Think Time offence

Stage 3: Deputy Headteacher

Child misses the rest of their lunchtime and Letter Home

- Repetition of any of the above offences
- Refusing to do as they are asked by a member of staff
- Undirected abusive language (swearing)
- Causing a minor injury to another child (provoked)

Stage 4: Headteacher

- Deliberate physical aggression
- Inappropriate physical contact
- Bullying
- Directed abusive language
- Serious insolence to a member of staff
- Stealing
- Vandalism

Repeat of offence a Deputy Headteacher level will result in the child going on a Behaviour Improvement Programme.

ASSR Behaviour Incident Record Checklist			
Child's Name:			
Date of Incident:			
Time of Incident:			
Names of Staff Involved:			
Distraction Strategies			
De-escalates Behaviour	↓	Escalates Behaviour	↑
Describe what pupil is doing		Find something to praise	
Provide reminders about successes		Reminders about rules and responsibilities	
Offer limited choices		Divert from confrontation	
Offer 'get out with dignity'		Start sentences with I	
Express feelings calmly and honestly		Don't take behaviour personally	
Stay in control		Stay focused and objective	
Repeat clear simple instructions		Think of calm images	
Avoid the power struggle		See beyond the behaviour	
Take a step back physically and mentally		Ignore	
Provide a description of the incident on the ABC Sheet overleaf.			
Which techniques should be tried next time:			
Adjustments made in view of incident:			
Additional advice needed:			
Who will inform adult with parental responsibility?			
Checklist completed by:			



ASSR Behaviour Incident Log – ABC Sheet

Antecedent	Behaviour	Consequence
<ul style="list-style-type: none">• What happened just before the incident?• Was there a trigger for the incident?	<ul style="list-style-type: none">• Key behaviours exhibited in chronological order.• Highlight any new behaviour.	<ul style="list-style-type: none">• What happened after the incident?• Was there a consequence?• Inform any victims of the consequence of the child's actions in a child friendly language.

Deputy Headteacher Letter

Date.....

Dear

Deputy Headteacher Behaviour Letter for.....

I am writing to inform you about your child's behaviour which is causing concern. Today there was a serious incident which I have outlined below:

As a consequence of this behaviour your child has had time out and been put on our Behaviour Improvement Programme. We expect your child to work hard to behave well at school and make improvements to their behaviour with the support of home and school.

We would appreciate you taking the time to discuss the seriousness of this behaviour with your child and support them in trying to improve their behaviour. It would also be useful to make an appointment with your child's class teacher to look at ways that we can work in partnership to improve their behaviour in the future.

We hope that this letter and working in partnership will help to improve the situation and we will be doing all we can to encourage your child to make good choices in regard to their behaviour.

Yours sincerely

*Miss Horton
Deputy Headteacher*

Insert Behaviour Chart

Behaviour Support Plan

Child's Name: Child A	Year / Class: Year 2 / Treetops
Date of Plan: 8 th September 2013	Review Date: October 2013
Reasons for Behaviour Support Plan:	
1.	
Behaviour Targets:	
1. To	
Behaviour Management Strategies:	
Grade Card: <ul style="list-style-type: none">• Child A is to be given a grade for each session of the day according to the key on the sheet.• Comments should be recorded both positive to celebrate successes and negative.• Card to be sent home at the end of each day and returned with comments from mummy and daddy.• If Child A is given a grade 4 or 5 they are given a sticker. When they get 10 stickers they will get an agreed reward.	
Additional Support: <ul style="list-style-type: none">• Thrive assessment and action plan.	
Review Comments:	

Parent/Carer Behaviour Leaflet