

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



Behaviour Policy

Implemented	September 2018
Review Cycle	
Revised	
Review Date	Academic Year 2019-2020

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 Behaviour 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.

Golden Rules

We are gentle – We don't hurt others

We are kind and helpful – We don't hurt anybody's feelings

We listen – We don't interrupt

We are honest – We don't cover up the truth

We try our best – We don't waste our own or others' time

We look after property – We don't waste or damage things

School Rewards

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

A behaviour programme for individual children will be set up, for children who find it difficult to keep the Golden Rules. 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.

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**' 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.

Green Cards

Green Cards

All staff can issue Green Cards to children who have been exceptional in any way. The children will bring their Green Card to Ms Vance for further praise and recognition. These children will be read out in Celebration Worship assembly each Friday.

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.

Recipients of Gold Awards will have their achievements displayed on the School Praise Board.

Class awards

Individual classes may have their own specific awards and positive systems in place. These may be age related and differ from class to class but aim to build a strong positive and focused atmosphere in the classroom.

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.

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 Golden Rules need 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

In the very first instance a verbal warning will be given to inform the child to improve their behaviour.

Stage 1

Their name will be written on the board if the child does not improve in order to **Think**

Stage 2

A mark will be added next to the child's name and they will lose 5 minutes from their next break time.

Stage 3

If the behaviour continues, a second mark will be added and they will miss all playtime and 15 minutes of lunch.

Stage 4

If the child still does not improve, they will be sent to someone on the Senior Leadership Team. If the teachers are concerned about the child's behaviour they will contact the child's parents to see how we can all work together to help the behaviour improve.

Stage 5 – 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.
- ◆ 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 (SMSC) 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 Head of School if the matter is either urgent or personal.

The school currently has two thrive 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 - Gold Award

Appendix – Individual Behaviour Log

Appendix – Lunchtime Guide to Stages

Appendix – Behaviour Incident Log

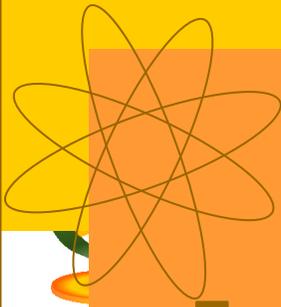
Appendix – Behaviour Chart

Appendix – Behaviour Support

Gold Award

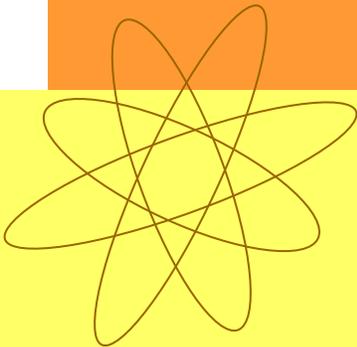
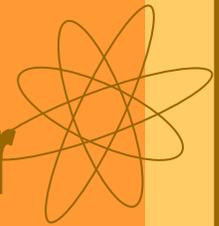
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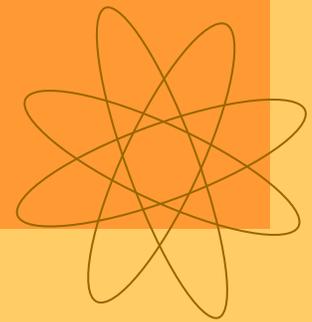
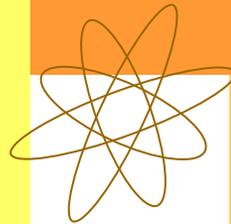


Gold Award

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



WOW!



Date: Friday September



Appendix : Individual behaviour Log

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 /A senior teacher 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: A senior teacher

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 A senior teacher level will result in the child going on a Behaviour Improvement Programme.

Appendix : Behaviour Incident Log



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.

Appendix : Behaviour Chart

Behaviour Chart

<i>Name</i>	<i>1· Morning</i>	<i>2· Break time</i>	<i>3· Lesson 2</i>	<i>4· Lunchtime</i>	<i>5· Afternoon</i>

Appendix : Behaviour Support Plan

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:	

