



2017-2018

Behaviour Policy

To be read in conjunction with all other policies plus:-
Accessibility Plan

The Purpose of the Policy

- ◆ To establish a framework for achieving positive behaviour
- ◆ To outline the standards of behaviour expected of pupils
- ◆ To explain how these are to be promoted
- ◆ To explain how unacceptable behaviour is to be discouraged and managed

School Aims

The aim of the school is to promote the development of individual skills and talents so that every child may achieve his or her potential, within an ethos of mutual respect and equal of opportunity.

This is achieved through the provision of a broad, balanced, relevant and differentiated curriculum, promoting the desire to learn through a stimulating, accepting and supportive school environment and building on the partnership between child, parent, teacher and community. The development of pupil autonomy, self-discipline and self-esteem is fundamental to the process of learning.

Ethos

Self-discipline, motivation, care, concern & respect for others, and the environment are integral to successful education. Positive behaviour is reinforced through praise, encouragement and the provision of positive models of behaviour, together with clearly defined rules and sanctions.

Guidelines

Positive behaviour is reinforced through the following:-

1. A learning environment which is stimulating, and actively involves children in their own learning.
2. Teaching and learning styles which are appropriate and varied according to the needs of individual children.
3. A curriculum matched to the needs of all children, expecting high standards of them in order to build self esteem.
4. An emphasis on praise and acknowledgement of effort and positive behaviour.
5. School rules that are few in number, positively phrased, agreed by staff, pupils and the Governors, that clearly define the limits of acceptable behaviour.

School Rules

Always listen and think before you act
Always be polite
Always be kind
Always be responsible
Always be honest
Always take care of our school
Always keep your hands and feet to yourself

6. A fair and structured system of sanctions which are applied consistently, with reference to the needs of individual children

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7. Strong home/school links together with a thorough knowledge of the needs of each child supported by a comprehensive system for the keeping, communication and transfer of records
8. The active involvement of parents in developing strategies to encourage positive behaviour in school.
9. Support from external agencies such as:-

The Educational Psychology Service
The LEA Behaviour Support Team
The Inclusion support team
The Education Welfare Service
LEA - advisers & officers

10. Clear links between the Behaviour policy and SEN policy to ensure that children with emotional and behavioural difficulties are on the special needs register and have IEP's with targets regularly set, monitored and reviewed. Disabled children are legally entitled to expect reasonable adjustments to be made to facilitate their participation in all aspects of school life and we are committed to achieving this whenever practicable.
11. Links with the PSHE Curriculum to ensure that issues such as school rules, care and concern for others, bullying and equal opportunities are discussed and taught regularly.
12. The application of behaviour for learning 'How to be a successful learner' characters to encourage good attitudes linking with the school vision of *'A caring school promoting excellence through curiosity, confidence, creativity and cooperation.'*

Emphasis on rewards and praise

There is an emphasis on the reward of both academic achievement and positive behaviour rewarded by all members of staff. Approval is actively expressed through a variety of ways:-

- Approving looks, smiles, verbal praise and positive acknowledgement.
- Written praise through positive comments, records of achievement, certificates.
- Child's name being placed on sun or star in classroom.
- The celebration of children's success in school assembly
- Star of the Week awards for positive behaviour
- The display of children's work
- Whole class rewards
- Contact with parents wherever possible.
- Stickers to demonstrate where children have exhibited behaviour for learning characteristics e.g. helping hedgehog, find it out fox etc.
- House point tokens

Our aim is to celebrate positive achievement and minimise the need for punishment.

Structured system of sanctions

Children are encouraged and praised for following the school rules. Children who break school rules are always given the opportunity to make amends, to discuss and understand what was wrong and to feel sorry. Children need the opportunity to talk through incidents in order to plan how they would act differently and thus learn for the future. It is essential that children understand what is unacceptable in their behaviour, see the effect it has on others and know how to avoid the same situation in the future.

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If negative behaviour does occur, the following consequences will occur:

Consequences

Initially, staff will use informal non-verbal signs e.g. shake of the head or frown etc. This may also be accompanied by a verbal reminder of the rules. If the child does not modify their behaviour following this, staff adopt the following more formal approach recorded on the Class Behaviour Monitoring Record:

- 1) Warning – Stop and Think!
- 2) Warning - Time away to think. *Child's name will be put on the white cloud in their classroom*
- 3) Warning – 10 minutes in another classroom (Receiving teacher responds with displeasure and sadness that the child has broken a school rule. The child is expected to explain what they have done wrong and what they need to do to correct the situation) *Child's name will be put on the grey cloud in their classroom*
- 4) Warning – Go to the Deputy Headteacher (Deputy ensures the child understands the severity of the issues involved, and they must demonstrate that they acknowledge their responsibility not to break school rules, and have understood how they have to change their behaviour.)
- 5) Warning – Go to Headteacher (If this happens, it is likely the child has seriously breached a school rule. The Headteacher will log the events and, if necessary, follow the procedure as detailed in the next section of this policy.)

These warnings are recorded on a class monitoring sheets which are handed to the Headteacher each week (Appendix 1,2,&3). An individual monitoring sheet is also available for teachers to implement should this level of close monitoring be required. Lunch time supervisors are also provided with equivalent monitoring sheets which relate to indoor and outside behaviour at lunchtimes. The information from these sheets is recorded into SIMs so that individual behaviour reports can be produced and shared with parent/carers if required. (See Appendix 1, 2, & 3)

A more severe offence will be dealt with by:

1. Involvement of Headteacher and logging of incident
2. Informing and involving parents
3. Appropriate Individual Education Plans established in relation to the special educational needs code of practice, with the possible involvement of outside agencies for example the Behaviour Support Team
4. Use of formal exclusion procedures - as a last resort. For example, in situations where conduct or violence would endanger other children or adults in the school community, or where such severely disruptive behaviour would interfere with the learning opportunities of others. In such cases, the school will follow the South Gloucestershire Children and Young People's guidance on exclusions. (Appendix 4)

The use of reasonable force

To prevent children from harming themselves, others, or damaging property, staff may use reasonable force. For example a member of staff will physically separate pupils who are fighting, or intervene if a pupil spontaneously attacks another child. Force may also be used if a pupil refuses to obey an instruction to leave a room or situation when a confrontation is occurring or when a pupil defiantly refuses an instruction to do so by a member of staff. Force is never used as a punishment at Broadway Infant School and all staff know that it is against the law to do so.

When considering the use of reasonable force, staff will take into account their legal duty to make reasonable adjustments for disabled children and children with SEN but the safety of all children will

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remain the prime concern. For further guidance staff will refer to the separate. Broadway Infant School Procedures - 'Use of Reasonable Force'.

All significant incidents where physical restraint/force has been used are recorded in the bound and numbered record book kept in the school office and the Head Teacher informed.

Partnership with Parents

A positive and co-operative relationship is necessary between home and school in order to maintain the standards set out in this policy. We ask that parents work in partnership with the school by the following:

1. Supporting the school in this and other school policies
2. Ensuring their child attends school regularly and punctually
3. Insisting on high standards of behaviour, care and courtesy towards others as set out in this policy
4. Taking an active interest in their children's achievement and progress

Equality of opportunity

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community:- pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

Review and Evaluation

The policy will be regularly discussed with parents, governors and staff of the school, Children will be involved in the discussion of school rules, rewards and sanctions. INSET Training will be available as appropriate, ensuring that all staff are updated regularly on the most appropriate ways of encouraging positive behaviour consistently.

We aim to achieve the following success criteria:-

1. Policy is understood by parents, children and staff
2. All staff implement the policy consistently
3. Behaviour generally throughout the school is outstanding

The policy will be reviewed continuously on an informal basis.

This policy will be formally reviewed annually.

Signed: JE Lambert Headteacher

Date: 27.11.2017

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Appendix 3 - Individual Behaviour Monitoring Record for- Name:.....

1st Warning – Stop and think! 2nd Warning – Time away to think 3rd Warning - 10 minutes in another classroom
 4th Warning – Go to Deputy Head 5th Warning – Go to Mrs Lambert Headteacher

Week Ending:	Monday Warnings					Tuesday Warnings					Wednesday Warnings					Thursday Warnings					Friday Warnings				
	1 st	2 nd	3 rd	4 th	5 th	1 st	2 nd	3 rd	4 th	5 th	1 st	2 nd	3 rd	4 th	5 th	1 st	2 nd	3 rd	4 th	5 th	1 st	2 nd	3 rd	4 th	5 th
Always listen & think before you act.																									
Always be polite.																									
Always be responsible.																									
Always be kind.																									
Always be honest.																									
Always take care of our school.																									
Always keep your hands and feet to yourself.																									
Teacher's Notes																									

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5. Always be honest.

6. Always take care of our school.

7. Always keep your hands and feet to yourself.

Appendix 5

Where to find more information

- Guidance explaining School discipline and exclusions can be found at: <https://www.gov.uk/school-discipline-exclusions/exclusions>

Plus Exclusion Flow Chart on the S G Intranet

Appendix 5

DFE links to the latest advice and guidance.

Advice for headteachers, governing bodies, teachers, parents and pupils on good behaviour in schools 29/7/11

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies>

What the law says 23/8/11

The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.¹

When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must also take account of any guidance or notification provided by the governing body, including in relation to screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff.

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The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The standard of behaviour expected of all pupils must be included in the school's home-school agreement² which parents must be asked to sign following their child's admission to a school.

<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/the-school-behaviour-policy>

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