

Bretforton Village School



-Learning at its heart-



Behaviour Policy

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***Policy Leader: Kevin Riley
Head of School***

Aims

1. To create a safe, calm, purposeful environment which supports everyone in achieving excellence through high achievement, rigorous endeavour and the development of positive, collaborative relationships.
2. To enable all pupils at the school to achieve the highest possible standards of education and care, regardless of any behavioural difficulties.
3. To encourage and achieve a consistently high standard of discipline in all pupils, as part of an awareness of social responsibility and the Trust's Christian Values.
4. To further reduce any disruption caused by unacceptable behaviour, through the focused co-ordination of consistency by teachers, parents, support staff, governors and external agencies.
5. To ensure that good behaviour is seen as the responsibility of all persons, an important and integral part of school life, and is considered in the context of full school documentation.
6. To teach and achieve excellent learning behaviours and attitudes at age-appropriate levels that result in outstanding achievement, as part of our school curriculum.
7. To involve pupils and parents in the implementation of the Behaviour Policy. Pupils are consulted and included in devising appropriate rules. *(See Appendix 1 - Values Pledge)*
8. To establish and develop the involvement of pupils in monitoring the impact of the Values Pledge.

Implementation

All adults within the school premises should be aware of their responsibility to set an excellent example and have high expectations for good behaviour. This includes how we demonstrate the school values as role models through our own behaviours and relationships.

Individual teachers have responsibility for discipline within their classroom - however challenging the behaviour and efforts to maintain this should be realistic, consistent and appropriate.

Rewards and sanctions are used in order to support the promotion of positive behaviour, reward pupils for consistently good conduct and allow patterns of poor behaviour to be identified and improved.

A member of the Leadership Team may be brought in to support a class teacher in managing behaviour if a situation escalates to the point of being unsafe or a staff member feels that the integrity of the school culture is being undermined.

Parents of pupils whose behaviour is routinely disruptive or extreme should be consulted and closely involved in setting an Individual Behaviour Plan to improve behaviour. Behaviour can only be improved if the school works in partnership with parents, to support the same values and expectations for behaviour in school.

Lunchtime Supervisors have responsibility for promoting good behaviour and for discipline on the playground and in school during lunch times. Any routinely disruptive or seriously unacceptable behaviour needs to be reported to the class teacher or a school leader.

The Headteacher should only be involved in cases of serious or long-term disruption.

Other documents which are relevant to the Behaviour Policy:

- Staff Handbook
- Parent Handbook
- Positive Handling Policy
- WCC Exclusions Guidance Document

Guidance from the Department for Education regarding Behaviour Management and Exclusion is strictly adhered to by the school.

Achieving Good Discipline - CATCH THEM BEING GOOD!

All adults at Bretforton First School understand that positive relationships are fundamental in securing outstanding attitudes and behaviour.

The school promotes a positive culture through excellent role-modelling and ensuring that all persons encourage, praise and reward positive behaviours and achievements. To achieve this, we promote the development of high self-esteem by:

- Listening to children and giving weight to their views
- Establishing positive relationships based on mutual respect
- Providing realistic targets so they can achieve success
- Giving praise for demonstrating positive attitudes and school values
- Valuing work in class and displaying work attractively
- Celebrating achievements together in assembly and worship
- Rewarding consistently outstanding behaviour

Rewards:

- 1) Verbal praise.
- 2) **House Points**
- 3) Stickers are given to highlight excellent behaviour achievements to parents/ carers at home.
- 4) **Achievement Assembly** to present certificates, awards and celebrate achievements together on Fridays.
- 5) Class rewards for cooperative achievements, behaviours and school values.
- 6) **Lunchtime Stickers** for good behaviour or manners at lunchtimes awarded by lunchtime play leaders or supervisors to highlight positive behaviour to everyone.
- 7) Special stickers from school leaders for outstanding achievements or endeavours.
- 8) **Deferred** rewards (e.g. Attendance, Certificates) for consistently outstanding behaviours, accumulated over time.

Sanctions:

Although emphasis is placed on the positive, there are occasions when a child's behaviour is unacceptable and discipline should be applied fairly, firmly and consistently:

ALWAYS separate the behaviour from the child.

ALWAYS use precise language, explaining the 'why' and the behaviour to improve.

NEVER take away a reward that has already been earned.

The whole class should NEVER be punished for the poor behaviour of an individual or group of pupils.

The first step is always a verbal or visual indication to the child that their unacceptable behaviour has been noticed. The overwhelming majority of the time, this is usually enough for any child to modify/ change their behaviour in a positive way whilst maintaining their self-esteem and a good relationship with an adult.

The next step is a consequence if warnings are not having sufficient impact, as detailed below. The teacher will record the incident in the class behaviour (RED) book. This allows adults working in the class to identify patterns of behaviour and seek support from parents to consider implementing an IBP. Behaviours recorded as red are as follows:

- i) Ongoing disregard for or undermining of school values
- ii) Behaviour that persistently interrupts teaching and learning for anyone
- iii) Persistent or deliberate use of inappropriate or offensive language
- iv) Aggression - verbal or physical, on more than one occasion

RED is taken very seriously, as it demonstrates a deliberate choice by a child to behave inappropriately despite several opportunities to adapt or improve behaviour. If behaviour is recorded in the RED book, the following sanctions are ALWAYS used in hierarchical order:

1. ICE - Internal Classroom Exclusion: Sitting away from others within the classroom (or designated area) for time out to reflect on their behaviour. This is ordinarily for one session, but is at the discretion of the class teacher.
2. Minutes off break/ lunch play or miss break altogether if work is not completed or the behaviour is during play.* The adult applying the sanction will use their judgement according to the circumstances and context for individual children. *If a child is missing play for being in RED, they must be supervised. If this is during a lunchtime, the child should sit inside under supervision, with work or activities to complete and a school leader informed for further intervention if necessary.***
3. A RED LETTER will be sent home and the parent informed in person or by telephone. The acknowledgement slip should be completed by the parent and returned to the teacher by the next day. RED LETTERS **must** be sent home and the behaviour recorded in the RED book for any RED behaviour incident.

4. If a child moves into RED Twice in one week, they will not be allowed to remain in their own class. They will be provided with work and placed in an alternative class, to return at the class teacher's discretion. This may be at the end of a session, or at the end of the day, depending on the circumstances.
5. There is zero tolerance for certain behaviours, which warrant an immediate RED LETTER. The behaviour will be recorded on SIMS and must be reported to a school leader.
 - Unprovoked violence/ assault or damage to property
 - Racist/ Prejudicial language or abuse towards others
 - Bullying

Repeated instances of zero tolerance behaviours may result in a fixed-term or permanent exclusion depending on the age of the child. Exclusion is an extremely serious consequence and the decision to apply this sanction is not taken lightly. Parents of child who has been excluded will have to attend a reintegration meeting with a Senior Leader. A Behaviour or Pastoral Support Plan may be put in place, which could include a part-time or alternative placement timetable.

The Restorative Approach should be used at age-appropriate levels:

Key Stage One - discussion about the effects of behaviour and a verbal apology.

Key Stage Two - verbal or written at the discretion of the class teacher.

** RED behaviour on the playground results in 'Time Out' for a child by spending time relative to age (e.g. 5yrs = 5min) accompanying an adult on the playground away from peers. 'Time Out' can also be applied by spending time relative to age sitting on the bench next to the building.*

***If a child's behaviour at lunchtimes is not acceptable and not improving, Parents may be contacted by teaching staff to arrange exclusion at lunchtimes for a fixed period, sanctioned by a school leader.*

Daily Routines

(See the Parent Handbook for details of school routines.)

All children and adults are expected to uphold our school values at all times within the school grounds. The environment should reflect our aim to be safe, calm and purposeful.

Start of School

8.45 Doors will be opened and a member of staff will be present to greet the children. All children enter promptly through their classroom doors and are welcomed by the teacher and/or Teaching Assistant. Children have class responsibilities or morning activities to complete at this time.

9.00 If children arrive after 9am, the school gate will be closed. They should enter the school via the main entrance and they will be recorded as late in the register.

Children are encouraged to hang up their coats independently whilst teachers and staff supervise the classroom.

Playtimes 10:30-10:50am

Staff on duty should ensure that they are present on the playground immediately so that children are adequately supervised when they are outside.

The bell will sound at the end of break time to remind children that they should walk to their lines. Children should be standing quietly in their lines and teachers and TAs will be on the playground to meet the class. Children will return to class in a quiet, orderly fashion ready to resume learning.

Wet Playtimes

Wet play activities are to be organised by the class teachers. TAs should supervise classes/ year groups while the teacher has a comfort break. In these instances, TAs need to take their break during Assembly time or in agreement with the class teacher.

Wet Play games are kept in each classroom and should be clearly labelled. Rules should be explicitly shared with the class and staff so everyone can adhere to them.

Lunchtimes 12:00-1:00pm

Lunchtime Supervisors will collect children from classes and walk them to the hall for lunch. All staff are still expected to maintain the ethos of the school at lunchtimes, by monitoring behaviour in classrooms and around the building as appropriate. Teaching staff should routinely monitor the behaviour of their class in the hall and on the playground to ensure that they are sustaining school values and standards for behaviour independently. The bell will ring at 12:55pm to remind children that they should walk to their lines, staff should plan to be on the playground at this time.

Values Pledge

At Bretforton Village School we...



*Are **respectful** to all members of our school community.*

***Persevere** with all aspects of school life.*

*Show that we can be a good **friend** to everyone.*

*Are **responsible** for our resources, school, environment,
and behaviour.*

*Can be **trusted**.*

***Forgive** each other and ourselves.*