Behaviour Policy

Whole School

Contents

Purpose and Principles

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'The effective management of behaviour relies on far more than a set of strategies to draw upon when pupils misbehave'. ***Ellis and Tod (2018)***

'Appropriate rules, effective routines and good relationships–all consistently applied across a school will maintain high standards of behaviour for the overwhelming majority of pupils, for the overwhelming majority of time, in mainstream schools. Some children will require bespoke care, much compassion and more time to get things right; they are often the most vulnerable and disadvantaged within our society'**. *EEF 'Improving Behaviour in Schools' (2019)***

'All parties involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour.' ***Elton (1989)***

"All valued, all achieving, all equal." The ethos of our school is that every child knows that their hard work and good behaviour is recognised and appreciated. We strive for every child to progress and achieve their potential throughout their journey with us.
Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Great Bridge Behaviour Principles

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- ✓ All pupils, staff and visitors are free from any form of discrimination

- ✓ Staff and volunteers set an excellent example to pupils at all times

- ✓ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- ✓ The behaviour policy is understood by pupils and staff

- ✓ Pupils are helped to take responsibility for their actions
- ✓ Families are involved in behaviour management to build good relationships and consistency between the school and pupils' home life

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Our 3 Golden Rules

Always follow instructions

Keep hands and feet to ourselves

Only use kind words

Key Aims

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This Policy aims to:
- ensure high standards and provide a consistent approach to behaviour management with a focus on the effective use of oracy skills to communicate differences and solve conflicts through meaningful conversations about behaviour

- clarify what we consider to be unacceptable behaviour, including bullying and discrimination

- summarise the roles and responsibilities of different people in the school community with regards to behaviour management

- outline our system of rewards and sanctions

Rationale

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Our Policy is underpinned by the evidence of best practice from some of the findings from the Educational Endowment Foundation (EEF) which recommends the following best practice:

Effective behaviour management should focus on three key areas:

- **Proactive** strategies which prevent misbehaviour happening.
  These include: knowing and understanding pupils and their influences; teaching learning behaviours, effective classroom management and using simple approaches as part of daily routines.

- **Reactive** strategies to deal with challenging behaviour as it happens.
  These include: use of whole school/class behaviour systems and targeted approaches to meet the needs of individuals with more challenging behaviour.

- **Implementation**- ensuring there is **consistency** and **coherence** in approach.
  Consistency at a whole school level is crucial to improving and maintaining good behaviour and attainment outcomes.

Roles and Responsibilities

Roles	Responsibilities
Governing Board	Reviews and approves the written statement of behaviour principles Reviews this behaviour policy in conjunction with the headteacher and monitors the policy's effectiveness, holding the headteacher to account for its implementation.
The Headteacher	Reviews this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles. Ensures the school environment encourages positive behaviour and that staff deal effectively with poor behaviour Monitors how staff implement this policy to ensure rewards and sanctions are applied consistently.
Staff	Implement the behaviour policy consistently. Model positive behaviour. Provide a personalised approach to the specific behavioural needs of particular pupils Record behaviour incidents (CPOMS) The senior leadership team will support staff in responding to behaviour incidents.
Parents and Carers	Support their child in adhering to the Home School Agreement Inform the school of any changes in circumstances that may affect their child's behaviour Discuss any behavioural concerns with the class teacher promptly
Pupils	Show respect to members of staff and each other In class, make it possible for all pupils to learn Move quietly around the school Treat the school buildings and school property with respect Wear the correct uniform at all times Accept sanctions when given Refrain from behaving in a way that brings the school into disrepute, including when outside school

Definitions

Although we aim to encourage good behaviour, we recognise that there is a need for sanctions to register the disapproval of **unacceptable behaviour.**
Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours so they must not be relied on too heavily. At all stages it is important to remind the child of the class and/or school rules/values and why what they are doing is unacceptable. Children must also be informed about the relationship between their behaviour and the likely consequences.

Unacceptable Behaviour includes any of the following:

- **Persistent classroom misconduct** which interferes with the progress of other children
- **Physical abuse**-aggressive or violent behaviour, including thoughtless, dangerous play
- **Verbal abuse**-rude or abusive language, including deliberately using unkind or offensive words, swearing or spitting
- **Harassment** and all forms of prejudice related behaviours (homophobic, racist, sexist, ageist, faith-based bullying and on the grounds of body image, size or disability)
  We adopt a zero-tolerance approach to Sexual Harassment and violence and Peer on Peer Abuse
- **Defiance** i.e. refusing to comply, including answering back
- **Damage or theft** of property belonging to another including school property
- **Possession of any item** with intent to intimidate or harm
- **Bullying**, including acts of violence, taunting, persistent name calling, cyber bullying etc.

Bullying

Bullying is behaviour by an individual or group, usually repeated over time that willfully hurts another individual or group and makes them unhappy.

Bullying does not include one off aggressive acts on the spur of the moment, retaliation or accidental hurt caused through thoughtless acts or words.

TYPE OF BULLYING	DEFINITION
Indirect (Emotional)	Spreading nasty stories or rumours, hiding or taking belongings, ignoring or excluding others from groups, making threatening gestures Being unfriendly, teasing or tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Name-calling, sarcasm, making comments that are motivated by prejudice or actual or perceived differences on the ground of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. **Even if there are no reported cases, staff must continue to be vigilant and not take the view that it does not happen in our school.**
Cyber-bullying	Sending unwanted, abusive or threatening text messages, phone calls, emails, photographs or video clips or the use of the internet to humiliate

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying Policy.**

Radicalisation

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It includes calls for the death of members of the British armed forces (HM Government, 2011).

Incidents relating to radicalisation will be immediately referred to the police for investigation (PREVENT 2015)

Legislation and Statutory Requirements

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This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

What does effective behaviour management look like at Great Bridge Primary?

Behaviour Management	What it looks like
Proactive strategies	- **Quality First Teaching**- High expectations for all. Lessons are well-planned and engaging, appropriately paced and promote maximum pupil participation. Equipment and resources are accessible for all pupils with appropriate seating arrangements and grouping of pupils. Speaking and listening rules regularly reinforced. Transitions within and between lessons are calm and orderly. - **Get to know the pupils**- understand their background and influences. Take time to build and maintain positive relationships. - **Collaborative and clear class rules** (no more than 6 and must include the 3 golden rules), displayed and regularly revisited. - **Explicit teaching of learning behaviours** including managing distractions, listening and responding to others, taking thinking time before responding, asking questions and knowing what to do if stuck - **Ensure calm and orderly starts** to the day, to lessons and during transitions. - **Praise good behaviour**- aim for a ratio of 5-1 positive to negative interactions. Praise effort as well as outcome. - **Learning environments are positive**- errors are viewed as learning opportunities - **Teach strategies to manage own behaviour** – coping and resilience are directly taught and self-reflection is promoted. - **Promote active listening and talking skills**- develop pupils' skills to engage in purposeful conversations.
Reactive Strategies **Low level inappropriate**	- **General behaviour management**- use of least disruptive approaches including non verbal prompts, praising positive role models, using fewer words/less emotion and appropriate volume/tone of voice, proximity to off task pupils, speaking 1:1 with individuals, redirection/question prompts, allowing thinking time to make appropriate choices - **Use of PSHE curriculum flexibly** to respond to the needs of the pupils/follow up current issues-teach values such as positive friendships, empathy, conflict resolution, respect, understanding and tolerance of diversity in contexts pupils can relate to. - **Consistent use of rewards and sanctions** and, if necessary, with the involvement of parents to ensure parity in home-school approach. Sanctions should be fair, appropriate to the behaviour and in line with school policy. - **Individualised programmes of support**-these need to be age appropriate but typically, behaviour tracker books or charts implemented by class teachers/Pastoral Lead, SENCo or SLT. Behaviour is monitored throughout and at the end of every day and teachers should review with the pupil what went well/could be better.

or off task behaviour:	Pupils work towards end of week or shorter term rewards, such as a game with a chosen peer or iPad time. - **Prompt**-remind the pupil what is expected, praise good role models and praise subsequent re engagement or following of instructions. - **Warning**-a verbal and/or symbolled warning is given to the pupil if the behaviour is repeated; the class teacher should again explain what is expected. Make clear to the pupil they will be moved away if they choose to carry on the inappropriate behaviour. - **Reflect**-If a pupil continues to misbehave repeatedly, they should be moved away from the rest of the class to think about making good choices/calm themselves. If the pupil protests or refuses to move, they should be told to reflect quietly in their seat.
Continued disruptive or dangerous behaviour	- **Remove**- If, during self-reflection time or when they return to their seat, the pupil does not settle, remind them of the task and support them to re engage. It may be necessary to ask children nearby to sit elsewhere. However, if any further disruption ensues, the pupil should take their work to another setting, preferably to a class of older children for at least 15-20 minutes. Teachers should find time as soon as possible after the removal to talk with the pupil, check any work completed out of class and use restorative techniques to enable the pupil to start the next session in a positive frame of mind. If work set has not been completed, the teacher may use part of the pupil's break or lunchtime to catch up. - **Record and inform**- teachers should record incidents on CPOMS and report to parents when there has been a **removal** or the pupil has needed to **reflect** more than twice in one week. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher should seek further support from the HT/SLT or Pastoral Lead. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. *In rare circumstances, behaviour may escalate to physical aggression where pupils attempt to harm themselves or others. At this point, staff trained in MAPA (Managing Actual and Potential Aggression) should be called to intervene. A member of support staff or, depending on age, a pupil takes the red card immediately to the SLT/school office. Whilst waiting for support, teachers should make the area around the pupil safe. In extreme circumstances, it may be necessary to move the class out of the room. If no other adult is available to take them to another area of the school, the teacher should line them up outside in the corridor and supervise from the doorway.* ***It is important to note physical intervention is used as a <u>last resort</u> and only <u>to prevent immediate harm to self or others.</u>***
Exclusions	The decision on whether to exclude a child permanently or for a fixed time is for the head teacher to take.

	The decision to exclude a pupil permanently should only be taken: ・In response to a serious breach or persistent breaches of the school's behaviour policy; and ・Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Rewards Systems

Focus Provision

- 'It's Good to be Green' reward system is used with each pupil starting each session with a green card on the wall display
- Children are rewarded with a silver *privilege* card for good behaviour. They can then choose a toy to play with during an extra play session and select a small prize from the reward box.
- To encourage reading at home, sticker charts are used- when pupils read at home they put a sticker on the chart; when full, the chart is taken home with a prize from the box.
- Sanctions: miss either 2 minutes of outdoor play or sensory room time.

Nursery
- A simplified version of KS1 'apples' system (see below) with green and red apples only with named photographs of the children is introduced towards the end of the first term or at the start of the Spring term.

Reception & Key Stage 1

Traffic light system using displayed **green, yellow** and **red apples.**
- Children's names are placed on the green apple for good behaviour-such as following instructions promptly, good sitting, listening etc
- Teachers warn children verbally if their behaviour is inappropriate.
- A second warning means the child's name is moved to the yellow apple. If behaviour improves, their name is moved back to the green apple.
- If the child does not return to expected behaviour, they are moved to the red apple for the remainder of the session and a sanction imposed (e.g. missing part of playtime). The child is taken off the red apple for the start of the next lesson.
  If there are persistent behaviour issues or incidents with a child the class teacher will speak to parents/carers and refer to the HT/SLT.

- Children are rewarded with stickers or stamps on their charts. Every 5 stamps = HT, DHT or AHT award sticker. A full chart of 5 stickers = prize in KS1 Praise Assembly.

Praise and Special Assemblies

▪ **KS1 Praise Assembly** will be every Wednesday with awards for 1 pupil in each class will include Star of the Week (for effort, behaviour, positive attitude or kindness) and Wonderful Work, which can include achievement in oracy. Children should bring their work or a copy of to show in the assembly (a written caption to explain oracy achievement). The work will then be added (by SLT) to display boards outside the HT office. Reading Certificates for books read (25, 50 etc) will be given out in class assemblies. Children achieving 100 books read will receive their reward in praise assembly.

Key Stage 2
When pupils move to Y3, they are allocated to one of four houses (named after the rivers Avon, Severn, Trent and Wye)

▪ Pupils are awarded Dojo points for good work and behaviour.

▪ Every **50** Dojo points equates to a prize. Year groups may wish to set the amount of points on Dojo; 1 point should be awarded for most categories; 2 points only for exceptional work/achievement or for small number of categories, for example, completion of additional homework or research.

▪ Dojo points work towards a personal reward as well as a termly house team reward. Whenever a Dojo point is achieved, pupils should add a tally mark next to their name on a displayed class House Teams chart. *Weekly house totals need to be emailed to SLT every Thursday ready for Friday Praise Assembly*. Every half term, the team achieving the most points will receive a reward to be agreed by the HT with suggestions from the pupils.

▪ Praise Assembly awards for 1 pupil in each class will include Star of the Week (for effort, behaviour, positive attitude or kindness), Star Reader (from literacy sets) and Wonderful Work, which can include achievement in oracy. Children should bring their work or a copy of to show in the assembly (a written caption to explain oracy achievement). The work will then be added (by SLT) to display boards outside the HT office. Reading Certificates for times read (25, 50 etc) will be given out in literacy sets.

HT Special Assemblies
• Once every half term KS1 & KS2 separately (EY in the summer term).

• One child per class is nominated for all round achievement for that half term. They will receive a certificate and small trophy. Teachers are asked to give the reason why that child has been nominated.

• Parents of nominated children will be invited to attend.