

Behaviour Policy and Guidelines

- Our shared vision is to provide an inclusive education in a happy and secure environment, where all children have the opportunity to enjoy their childhood and develop a firm foundation that can be built upon in years to come
- **Children have the right to learn and teachers must be enabled to teach them. A consistent behaviour policy provides security for children and increases their opportunities for development and learning.**
- There is a named teacher, Mrs Pemble, who has a major role as Behaviour Co-ordinator. She is responsible for supporting staff and for developing strategies to support and encourage children who have behavioural concerns. She is supported by the Leadership Team and the PSHE Leader (Personal, Social, Health, Emotional)
- Behaviour, both classroom and playground, is monitored carefully by all staff. Racism, sexism and negative attitudes towards disability and other discriminatory practices is not tolerated. Such instances will be dealt with in an appropriate way, as described in the sanctions section of this policy.
- The safety and happiness of our pupils is of paramount importance to us and in order to support everyone in school we strive to create a strong ethos that promotes respect and celebrates difference and diversity.
- Bullying will not be tolerated.
- Bullying is defined as repeated actions physical, verbal or indirect such as gossip, the spreading of malicious rumours or exclusion from social groups.
- Our school community:
 - Discusses, monitors and reviews our anti bullying procedures on a regular basis
 - Supports staff to identify and tackle bullying appropriately
 - Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively
 - Reports back quickly to parents/carers regarding their concerns on bullying
 - Seeks to learn from anti-bullying good practice elsewhere and takes part in the national Anti-Bullying Week
- All staff must take reports of bullying seriously and should never dismiss or disregard the child.
- Written records of alleged bullying should be kept in the back of the class behaviour book and the behaviour leader must be informed straight away.
- All observed or reported incidents must be investigated and all parties, including witnesses interviewed. This should then determine as quickly as possible if this is bullying or not.
- If it is concluded that bullying is taking place, the behaviour leader will keep a comprehensive record of what is happening and actions which will be taken immediately to stop it.
- It is essential for us all to be clear about acceptable standards of behaviour in and around school. We acknowledge the vital role of parents, carers and families in supporting their children. This policy has been developed in consultation with children, staff, parents and governors to ensure a clear and consistent approach. We require all children to adhere to it and expect staff and parents to support its implementation.

We are a 'Rights Respecting' school and our school rules are based on the 3 rights of children;

- The right to be safe
- The right to learn
- The right to be respected

Rules for the classroom.

- We will respect each other, our classroom and the equipment
- We will be polite
- We will do good looking, good listening and good sitting.
- We will be a good friend
- We will try our best
- We will use the right voice at the right time

In addition to the classroom rules, children and staff may develop their own special rule or rules together for the benefit of their class ie. their classes special Golden Rule or Rules.

Rules for the playground

- Look - Try to notice where other children are so that you will not upset or hurt them.
- Listen -To the whistle and to what the teacher says.
- Think - About all the good ways we can play.
- Stop - Behind the lines and away from danger.
- Do - Make playtime a happy time for all.

The children, through school council, also wrote The Bournville Infant and Junior School Code of Conduct – **Respect me, respect you, respect everyone in our playground.**

In suitable weather year groups will use the lawns to ease congestion in the playground and activities will be available at morning and dinner play.

Rules for around school

- Always walk, running could cause an accident
- Always be quiet and polite.
- Always be someone we can trust.
- Always help to make our school a happy place.

For rules to be effective there needs to be a clear understanding by both staff and children of the consequences of keeping or breaking the rules. These consequences are taught and opportunities to do so are explored during Circle Time, as part of our new PSHE programme, Jigsaw, and as part of worship.

We aim to develop children's understanding of their behaviour, so that they can ultimately become responsible for their own behaviour.

We have compiled a list of rewards and sanctions to be used at Bournville Infant School.

REWARDS

Success brings with it plentiful praise and positive reinforcement.

At the beginning of each day, all children will start on a green smiley face.

Staff will encourage children verbally, acknowledging effort and achievement. Positive written comments, or stickers etc may also be used.

For very good behaviour, social or academic achievement a child may have their name moved to the silver smiley face.

For excellent behaviour, social or academic achievement a child may have their name moved to the gold smiley face.

We have a platinum smiley face for exceptional behaviour.

At the end of each half term the Head Teacher will host a special tea party for any children who have shown consistent exceptional behaviour.

The Head Teacher, Assistant Head Teachers and other members of staff may also give special praise and stickers at other times. This is an additional opportunity for children to talk about their achievements and to know that efforts are valued.

In addition, classes may have an agreed class reward system.

During the year, in our weekly Celebration Assemblies, each child will be presented with a special merit certificate in acknowledgement of their efforts or achievements, which may reflect behavioural, social or academic development. The class teacher will send parents or carers an invitation to the assembly in which their child will be presented with a certificate. This will be sent home the week before.

At lunchtime, children who behave well and have good manners in the dining hall or classroom, may be chosen by the Dinner Servers to dine at the half termly "Golden Table".

Throughout the school day, children may also be rewarded with 'Value Tokens'. These will be given to children who are demonstrating any of our school values of respect, manners, friendship, honesty, courage, pride and trust. These link closely with British Values which we promote and encourage with all children and staff. There is a weekly assembly to reward the class who has earned the most value tokens. Their class will receive a 'golden ticket' which entitles the children to a class treat such as extra golden time or a visit to the park. Individual children who have demonstrated the most school values will also be awarded a certificate.

CONSEQUENCES

Children will be made aware of the unacceptable nature of their behaviour. Sanctions will be used in order to support them in recognising their behaviour as unreasonable and to give them the opportunity to make amends. There is a hierarchy of consequences which may not follow one after the other should the behaviour be deemed serious enough.

IF THE EXPECTED BEHAVIOUR IS NOT BEING SHOWN

• Staff will:

Acknowledge children's feelings but show disapproval of the behaviour

Refer to and discuss the relevant school rule in order to reinforce expected behaviour

IF BEHAVIOUR DOES NOT IMPROVE

- A reminder of expected behaviour and a polite warning will be given.

IF BEHAVIOUR DOES NOT IMPROVE

- The child's name will be moved to the yellow face. If the child's behaviour improves, then the child may go back to being on the green face.

IF BEHAVIOUR DOES NOT IMPROVE

- The child's name will be moved to the red face. The class teacher will record the date and the reason for being put on the red face in a class behaviour diary. In Reception, each time a child's name is written by the red face this will result in 5 minutes thinking time to reflect on the behaviour. In years 1 and 2, each time a child's name is moved to the red face, the child will be encouraged to reflect on the behaviour in the most appropriate way and will also have a loss of 5 minutes golden time. Parents may be told informally.
- If the child is put on the red face for a second time within 5 days, the child will be sent to an Assistant Head Teacher. The child will be asked to complete a 'Put it Right' sheet. Parents will be told verbally by their child's class teacher.
- If the child is put on the red face more than twice during a relatively short period, this will result in being sent to the Head Teacher. Parents will be informed verbally.

If a child is put on the red face regularly over a period of weeks, and consequently is sent to the Head Teacher on more than one occasion, parents will be invited into school for a meeting to discuss the child's behaviour. This should be recorded in the child's pupil profile.

We have embraced an inclusive philosophy and recognise that some specific needs, for example, ASD, will be best met with adjustments to this behaviour policy. Sanctions need to be applied consistently but take individual circumstances into account (Consistency without rigidity).

- Time Out in another classroom is a consequence which may need to be implemented for specific children within our guidelines.

Time Out involves the child being sent to another teacher for 10 minutes. The child should not be reprimanded by the receiving teacher but should be told to sit quietly. This gives the child and class teacher time to reflect on the situation and to calm down if necessary. Time will be needed for children to reflect on their actions. Time Out should be logged by the child's class teacher in a behaviour diary. If Time Out occurs on a regular basis (for a child not already on an IBP) a note should be made in the pupil profile and reported to the Behaviour Leader. Parents will be notified by the Behaviour Leader and invited to come in to school to discuss the situation.

IF BEHAVIOUR DOES NOT IMPROVE

- A child will be issued with an IBP (Individual Behaviour Plan). This will involve a meeting with the class teacher, Behaviour Leader and parents to discuss strategies to support the child.

IF BEHAVIOUR DOES NOT IMPROVE

- Progression will be made to IBP+ (High Focus and Provision Plan if necessary), which will involve support from other agencies.

IF BEHAVIOUR DOES NOT IMPROVE

- The school is then responsible for identifying children who do not respond to school measures to reduce unacceptable behaviour and are at risk of permanent exclusion. Such children will need a Pastoral Support Programme (PSP) in collaboration with external services, following the guidelines published by Birmingham LA (Local Authority) and DCSF (Department for Children, Schools and Families).
- The Head Teacher can exclude a child from school. This may include sending them home during mid-day break for a short or indefinite period, or formal exclusions from school in line with statutory regulations.
- A decision to exclude a child will be taken only in response to serious breaches of the school's behaviour policy, once a range of alternative strategies have been tried and have failed and if allowing a child to remain in school would seriously harm the education or welfare of the child or other children.

On rare occasions, where a child may need to be restrained, we have members of staff trained in the Team Teach technique. This technique would only be used where it is deemed to be **in the best interests of the child**.

Above all we remember our vision to provide an inclusive education in a **happy** and **secure** environment, where **all** children have the opportunity to enjoy their childhood and develop a firm foundation that can be built upon in years to come.

Written by: Mrs E Pemble (in consultation with all staff)

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