

Behaviour Policy

Reviewed : September 2015 - Tamara McCarthy
May 2016- SLT

1. Rationale

Our behaviour management policy is simple, consistent and creates an atmosphere where children and adults feel safe and are able to learn. It is based on a set of shared values and expectations which are embodied in our Behaviour Checklist.

2. Principle

- All members of the school community will be clear about the expected standard of pupils' behaviour
- Staff will model the behaviour they expect to see from children
- The school vision- BEST will be displayed clearly in classrooms and around school. Staff and children will know this well and work to its philosophy.
- School rules will be displayed clearly in classrooms. Staff and children will know them well.
- Sanctions and rewards will be displayed clearly in each classroom and children will know them well.
- All staff have a responsibility to make sure that sanctions and rewards are applied consistently and rigorously.
- All staff will follow the principles and practice of Assertive Discipline (outlined below)
- Outside providers e.g. Sports Coaches, Dance Teachers will be the principles and practice of Assertive Discipline so pupils have a consistent approach to the schools behaviour management.

3. Responsibilities

Senior Leadership Team

- Be around at beginning and end of day and lunchtime
- Check movement around the school and coming in from playground
- Note behaviour outside school – educational visits and out of school hours
- Ensure building and classroom organisation contributes to good behaviour
- Praise good performance of staff and support staff to implement behaviour policy. Take action to deal with staff who fail to follow behaviour policy
- Praise children for good behaviour and celebrate success and reward if appropriate with BEST points.
- Monitor behaviour around school regularly, checking that praise, rewards and punishments are used effectively in line with Assertive Discipline, BEST and Keys to Success
- Support staff to develop individual behaviour plans for pupils likely to misbehave and ensure there is suitable support
- Build positive relationships with parents of all pupils but especially those most likely to misbehave

Teachers Behaviour Checklist

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the school vision- BEST in the class
- Have a system in place to follow through with all sanctions.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.
- Display the Behaviour Triangle and ensure all understand and follow

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Outside providers

- Inform any outside providers about the school behaviour management system.
- Ensure providers know about pupils with special needs to enable pupils to achieve in lessons.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Assertive Discipline

At Holbrook Primary we follow Assertive Discipline. This is a structured, systematic approach to discipline in the classroom. It allows teachers to run an organised learning environment in the classroom. It is a system that rewards good behaviour and gives sanctions for poor behaviour.

Each Key Stage has a set of school rules that are taught at the start of each academic year.

Key Stage One

Holbrook School Rules

Always do as you are asked

Always use good manners

Always keep your hands and feet to yourself

Always take care of everything in the classroom

Key Stage Two

Holbrook School Rules

Follow instructions straight away

Show good manners at all times

Keep hands and feet to yourself

Respect everyone's property

Do not leave the teaching area without permission

Every day a pupil starts on a green card. Should the school rules be broken the following stages are followed

Stage 1 - Warning

If a child is behaving in an inappropriate manner, the following procedure occurs:

- They are reminded of the school rules.
- The child is asked which school rule they have broken.
- The child is reminded how they should behave
- The pupil is given a warning.

Stage 2 - Orange

If the child continues to behave in an inappropriate manner and a school rule is broken they are reminded of the school rules for the 2nd time, the procedure outlined in stage 1 is followed. The pupil is given their second warning. They change their card from green to orange.

Stage 3 – Red

If another school rule is broken they are reminded of the school rules for the 3rd time, the procedure outlined in stage 1 is followed. The pupil changes their card from orange to red and they have time out for no more than 5 minutes (age appropriate) at the “Time out” table in the classroom. **This will be recorded on the sims behaviour package by the class teacher or teacher sanctioning action.**

If a child persistently shows low level behaviour and consistently is given orange or red cards, a letter should be sent home or phone call should be made by the class teacher, Learning Mentor or Assistant Head Teacher and a meeting be arranged. A behaviour chart should be put in place to support and reinforce expected Holbrook behaviour. This should be monitored closely and continued until improvements are made.

Stage 4 – Red Plus

If another school rule is broken they are reminded of the school rules for the 4th time, the procedure outlined in stage 1 is followed. **Their card remains red, and they go to their partner class for 15 minutes “time out.” A detention of 15 minutes will be given at lunchtime, supervised by a learning mentor in the studio. This will be recorded on the sims behaviour package by the class teacher or teacher sanctioning action.**

Parents are informed their child has reached this stage by speaking to the parent face to face, letter or phone by the class teacher or teacher sanctioning action this is recorded on the sims action.

Stage 5 – Red Plus Plus

If another school rule is broken they are reminded of the school rules for the 5th time. The procedure outlined in stage 1 is followed. Their card remains red, the date, time and reason is written on the back of the card they go to the AHT for appropriate “time out”. The detention time will be extended to all of lunchtime, supervised by a learning mentor in the studio. This will be recorded on the sims behaviour package and if the child is on the vulnerable list, the incident must also be recorded on C-POMs by the AHT.

Parents are informed their child has reached this stage by letter from the AHT.

Stage 6 – Internal Exclusion.

If another school rule is broken they go to the Head teacher, Deputy Head Teacher who arrange an internal exclusion for the remainder of the school day. This will be recorded on

the sims behaviour package and if the child is on the vulnerable list, the incident must also be recorded on C-POMs.

Parents are informed their child has reached this stage by letter and an appointment is made to see a member of LT. Possible behaviour intervention may be implemented.

Extreme Behaviour

Any incidents of extreme behaviour should be treated on an individual basis. Children who have particular needs such as ADHD or ASD will have their own behaviour plan. It may be appropriate to call for help from LMs or SLT. Children who need positive handling or restraint should be dealt with using Team Teach approach and only by staff who have the appropriate training.

Bullying - Procedures

- The incident is recorded in the Racist Incidents and Bullying File along with action taken in line with school policy.
- For the first incident of this nature, the pupil is given a warning.
- If a second incident occurs, it is recorded and a letter is sent home to parents / carers informing them of this behaviour.
- If a third incident occurs, parents are informed and invited into school to discuss next steps.
- Continued serious misbehaviour at this level will result in external exclusion from school. If the behaviour is at lunch times, then after the third serious incident, lunchtime exclusion will occur.
- If a child is excluded from school, they will be set work which should be completed during the exclusion. On return to school, a re-admittance interview will be held with pupil and parents where clear expectations of behaviour are set.

Recording

Staff will record Orange cards upwards on the Behaviour Log located in the sims system. SLT with the learning mentors, will review the Behaviour Log each half term and where concerns arise, parents will be asked to visit the school and discuss ways of improving the behaviour of the pupil in line with our Home School Agreement.

Rewards - BEST

The children are rewarded using a system called BEST. If a child remains on a green card all day, they will receive a BEST point. These will be recorded individually on their BEST Ticket kept in their classrooms and recorded weekly on a class chart. BEST points can be collected by showing a positive attitude to school through behaviour and learning, following the school rules and the school vision. Any member of staff can give a BEST point at any point in the day.

For BEST work, the 'BEST stamp' can also be awarded in children's books.

The headteacher and deputy headteacher will also have BEST stamps and will reward children if they see them aiming for their BEST.

Awards assembly will be held every week, alternating each week between KS1 and KS2. In this assembly, children will be recognised for their hard work and determination to succeed through BEST certificates, (two per class) and celebration of individual achievement for consistent behaviour and learning through the collation of BEST points. Classes will also celebrate the number of BEST points collected cumulatively across the class and the class with the highest number of points, will receive a trophy to celebrate their success to have until the next assembly.

An individual's BEST points will be recognised and celebrated in the awards assembly when they complete a full BEST ticket. The number of points required to complete a BEST ticket and therefore receive the badge will vary across the badges and in different phases. The difference in the number of points required for a ticket will allow; pupils to develop increased deferred gratification, help children appreciate that hard work and excellence is an expectation and is its own reward, and so badges require consistently high standards of BEST attitude, ensuring that the badges gain a kudos for achieving the reward.

Pupils in each phase of the school will work through a rainbow of different coloured badges with the aim that at the end of two years they will receive a Violet sparkly badge. Each half term the Head teacher will review the level of points pupils are collecting to ensure parity between classes and year groups but also to ensure that pupils will achieve the milestone badges within a reasonable time frame and that the end of the rainbow is achievable for 50% of the school.

Parents will be invited to celebrate their child's achievement at the awards assembly. A letter should be sent out on Wednesday in preparation for the Friday assembly. This will be to parents so children receiving the BEST certificate and recognition of sustained contribution to BEST by achieving milestone badges, Yellow (Years 1,3 &5) Purple (2,4 & 6). If parents are unable to make the assembly, children should have their photo taken with their certificate so that they can show that at home. The awards should also be placed on the school blog, reported in the newsletter and recorded on sims behaviour system.

Classes will also be rewarded every time they collect 2000 best points. This will be through:

- First 2000 Extra playtime
- Second 4000 School Cinema
- Third 6000 Visit to the local park

The number of points for required will be part of the headteacher's half termly review to ensure that rewards are achievable and are taking place.

Success Criteria

The following are indicators that our behaviour policy is effective.

- Calm and orderly atmosphere
- Children are engaged in their lessons
- Children speak with good manners and respect for all
- All listen to each other
- All look after the school environment and have pride in their place of learning.
- Children showing their BEST