

The Staff and Governors are mindful of the responsibility of Section 175 of the Education Act 2002 which requires governing bodies to 'exercise their functions with a view to safeguarding and promoting the welfare of children'.

At Birdsedge First School, we aim to develop within each child, a personal code of behaviour where consideration for others, sensitivity, truthfulness and integrity, are firmly valued, whatever the ability, sex, race or religion. The maintenance of discipline within the school is the responsibility of all school staff and is outlined within the framework of this policy. It is important to us that children, parents and staff at Birdsedge First School work together, within our school values, to ensure that our school is a safe place where children are able to learn and teachers are able to teach. We actively promote Fundamental British Values throughout school.

In order to ensure good behaviour and discipline, children and staff are encouraged to praise and support each other, deal quickly and effectively, positively, sensitively and discreetly with any behaviour issues - keeping in mind the dignity and welfare of all concerned. We encourage and help the children to take responsibility for their own behaviour and actions through developing a positive growth mindset.

Ready to learn

Respectful

Responsible

The '3 Rs' are the main values that underpin this policy, our behaviour strategies and expectations.

Each class will discuss the school values in an age appropriate way as a foundation for discipline in the classroom. There will be a display reflecting school values in each classroom and in the hall.

School Rules and Expectations

These apply throughout all the school day, including before and after school, all playtimes including outside, lunch time and wet playtimes:

- Children should arrive at school on time and with appropriate equipment.
- Around all areas of the school, we expect children to move in an orderly fashion with due care and consideration for others and for school property. A quiet atmosphere and sense of purpose should be maintained. Children should be ready to learn as soon as they enter the school building.
- Children walk from the classroom and line up showing that they are ready to leave the building for play time. They walk to the blue gate and are let into the playground by the adult on duty. At the end of play time, the whistle is blown once for child to stop and be silent, then a second time for children to move back into the building. Children are expected to walk through the playground and remain walking in the school building.
- School uniform must be worn and equipment for school (PE kit, book bag, reading books) should be present every day.
- Children speak to and interact with all members of the school community with respect and in accordance with the school values. Adults in school will interact with each other and with the children in a respectful way.
- Children are not expected to speak during Assembly unless invited to contribute.
- Class Rules are negotiated to reflect the school values

Whole School Reward System

As a school we take a positive approach to behaviour. The following rewards are used frequently throughout the school:

- Verbal praise
- Stickers
- Praise pads
- Certificates in Celebration Assembly (Fridays)
- Stamp cards to fill and rewards to receive from a visit to the Head Teacher (Bronze, Silver & Gold) linked to good work.
- A chance box system linked to behaviour/attitude – **all staff** encouraged to add names. Children will then be rewarded back in their classrooms by selecting a reward from the 'treasure box'.
- Displaying work
- Informing parents – through phone calls, messages & directly speaking to on collection.
- Opportunity to tell other staff eg the Head Teacher

Classroom rules will be discussed at the start of every academic year and children will have these on display all year.

Celebration Collective Worship

Each week a Celebration assembly is held to which parents are invited. Each class teacher chooses at least 2 pupils (dependent on class size) to discuss and share the achievements of. Children are also invited to bring in certificates and badges from their out-of-school activities and share their accomplishments.

Chance Box

The chance Box – One per class. All staff contribute by adding names, written on a slip of paper, to the box as and when desirable behaviour is noticed. This will be drawn on a weekly basis. A class 'Treasure box' is used for the children to select a reward from if their name is drawn out of the chance box. This works on a basis of 'the more your name is added, the more likely you are to be chosen'.

How we discourage poor behaviour

All staff discourage poor behaviour in a variety of ways and are mindful of child/staff dignity and well-being when dealing with an issue. We encourage the use of low key cues to prevent the escalation of poor behaviour. It is expected that the following cues will be used frequently by adults working in the classroom:

- Tactical ignoring
- Proximity praise
- Looking in the direction of the pupil
- Moving closer to the pupil
- Use of distraction
- Reminding the whole class of the rule or expected behaviour
- Adults will model the desired behaviour eg an ETA may sit on the carpet with a child to show them what is expected.

In addition to our policy of rewards and stepped sanctions, it is also important that we note changes in a child's behaviour. The changes may take a variety of forms. If we are concerned about a child it is important that we:

- Liaise with the parent/carers as soon as possible
- Inform the Head Teacher
- Inform the Out of School Club Leader if appropriate
- Monitor and record details of the child's behaviour

There may also be implications where the Anti-Bullying Policy links to the school Safeguarding Procedures and practice.

When low key strategies have not worked effectively and undesirable behaviour continues, there are set classroom sanctions that take place in a specific order to ensure all parties involved know what will happen if rules are not followed.

Classroom Sanctions

Classroom Step 1: Reminder to everyone eg "I am reminding you of the rule to ..."

Classroom Step 2: Verbal warning – eg "please stop..."

Classroom Step 3: Verbal warning 2 eg "If you choose to continue you will lose some play time..."

Classroom Step 4: Missed play time. Teacher will speak informally to parents.

Classroom Step 5 (or dangerous behaviour): Removal to a different class – this will depend on the child as to which class they are sent to.

Continued Repetition of Step 3, 4 (and 5): Formal meeting. Parents will be invited by written letter to meet the class teacher. The pupil will be put onto a behaviour chart to enable behaviour to be monitored and logged more effectively. This will be regularly shared with parents. This will always be followed by a 1 or 2 week review period.

If a behaviour problem relates to a specific time of the day eg playtime/lunchtime, these might include exclusion from certain areas of the playground eg ball court. If the problem relates to classroom behaviour, eg in Maths, a discussion will be had, with all parties involved, as to what the reasons might be for the behaviour.

Rewards and Sanctions to be put in place at home should always be agreed and monitored. Another formal meeting should be offered in order to support parents managing behaviour at home (if necessary) and external advice could be sought. The individual needs of a pupil who reaches this level of support will be shared with all staff involved (all staff in school in this instance).

A monitoring meeting with the Head Teacher will take place at an agreed timescale.

Exclusion

When previous procedures are not effective further sanctions may be needed. A child may be removed from their class for a fixed time period. Also, following an extreme incident, for example very high levels of disruption or danger to others, then the child will be removed from their class and isolated with a member of staff. A formal meeting with a parent must be arranged as soon as possible, at the convenience of the Head Teacher. They will then be supervised outside the classroom with an ETA or in another class. Playtimes and dinner times will be separate. They will have no contact with other children. In exceptional or repeated circumstances, verbal or physical abuse or violence will result in exclusion from school.

Playtime Rewards and Sanctions

Step 1: Reminder

Step 2: 5 minutes time out (stand by the wall, or hold an adult's hand)

Step 3: Child sent in from play – A walkie talkie system is used to alert staff members inside.

Any rough or violent play will be straight to Step 2.

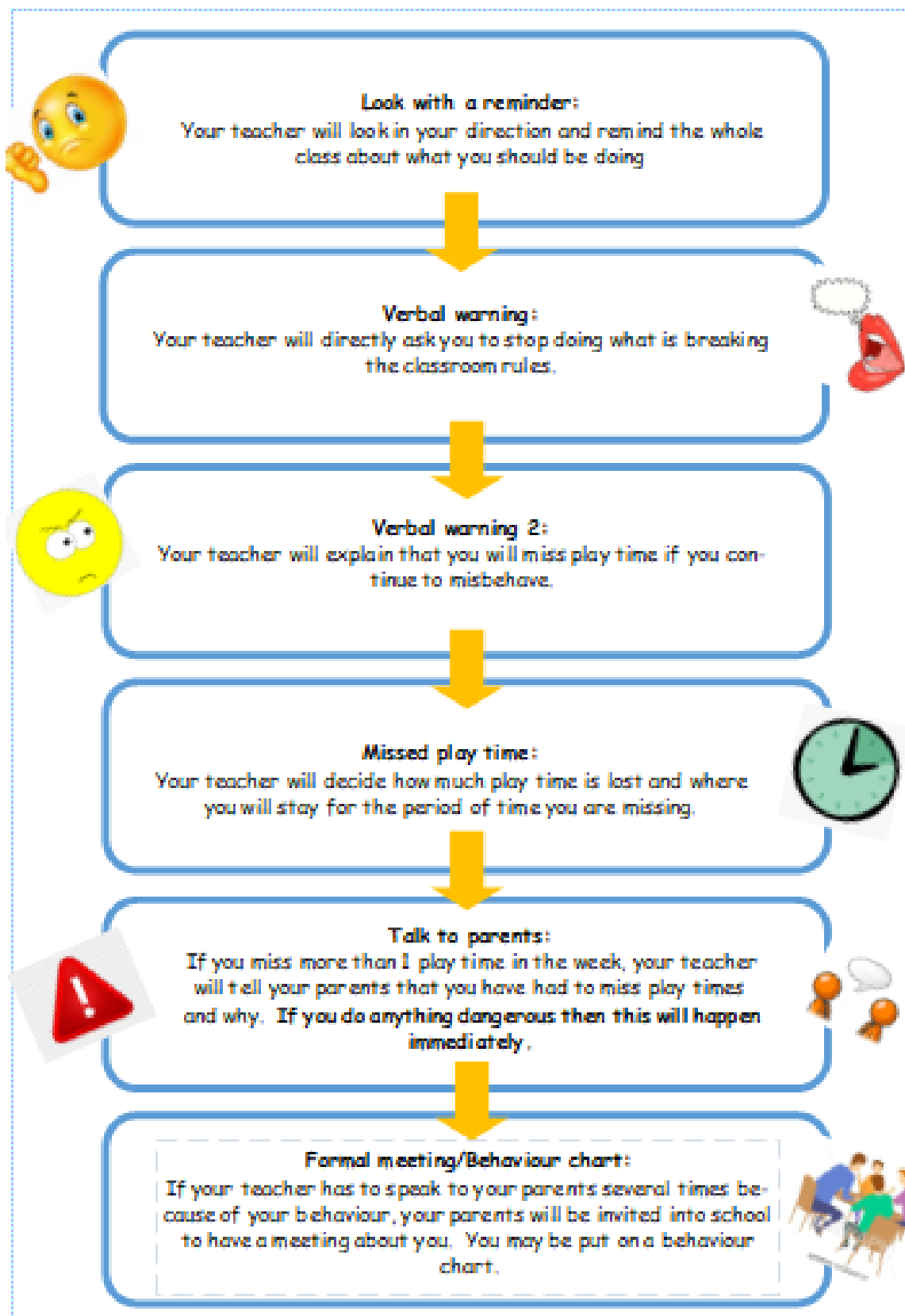
Extreme incidents – Walkie talkies will be used to alert the Head Teacher to the need for support. If the Head Teacher is not in, the teacher asking for support will request the person they need – ETA support usually so that the child can be removed from the area by the class teacher and dealt with accordingly.

It is essential that all staff will model the desired behaviours re what we expect from the children. Walking around school, treating each other with respect, being ready at the start of lessons and not talking when the children are asked to do the same eg in assembly and at the start of lessons, to name but a few.

Monitoring and Review

1. Every week, staff meetings will have time allotted to discuss behaviour of specific children, alongside H&S and Safeguarding.
2. Each term an opportunity will be given to staff to discuss issues arising from the operation of the policy.
3. The Head Teacher will monitor the policy in practice.
4. The policy will be reviewed on an annual basis.
5. Agreed by staff on
6. Agreed by governors on
7. A report will be given to the Governing Body annually

Appendix 1: Classroom flow chart (short term)



Appendix 2: Long term child friendly flow chart

