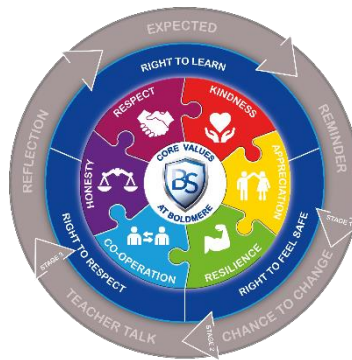


# Behaviour policy and statement of behaviour principles

*The Federation of Boldmere Schools empowers all children to embrace learning; achieve their personal best; and build their emotional, social and physical wellbeing.*



In drawing up the Behaviour & Discipline Policy the following were consulted:

- Governors
- Staff
- Parents
- Pupils

It was approved by the governing body on .....

Signed: .....Chair of Governors / sub-committee

.....Head teacher

Date of Behaviour Policy : Autumn 2017

Date of review : Autumn 2018

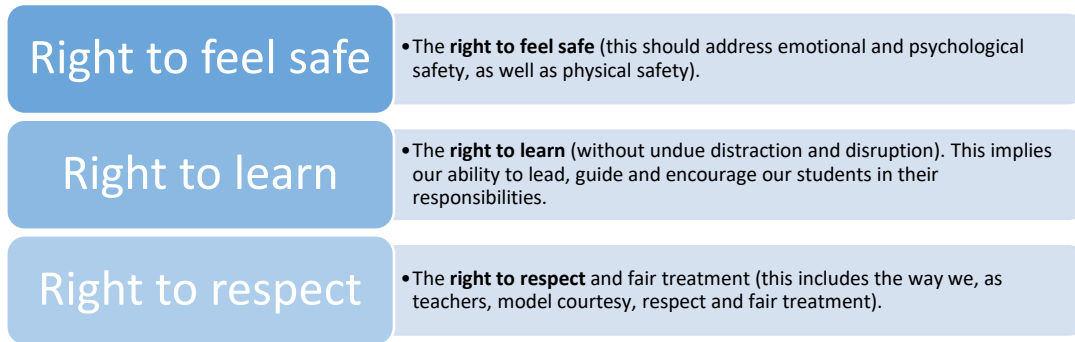
Responsibility of : K.Welch and K.Mason

## 1. The school's approach to behaviour

As a school we believe that all children, parents / carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our 6 core values decided by all stake holders.

**Values:** Respect, kindness, cooperation, honesty, resilience and appreciation

Our approach sets clear boundaries about what is acceptable and expected based on our 3 underpinning rights.



This inclusive policy takes into consideration the needs of all children and allows for reasonable adjustments to be made based on individual specific needs.

### Our aims and expectations

1. Provide a socially inclusive, friendly and secure place where children feel happy and settled in order to maximise learning.
2. Continually review, celebrate and develop positive behaviour in partnership with all adults and children.
3. Raise behavioural awareness in order to promote good behaviour, self discipline and respect.
4. Prevent all forms of bullying. As this policy will be supported by our Anti-bullying policy.
5. Ensure all adults are positive role models for our children by:
  - *having a planned consistent approach*
  - *treating children and each other with respect*
  - *being fair at all times*
6. Ensure all children and adults are clear about what behaviour is expected in order to secure the standard of behaviour of pupils is acceptable.
7. Continually and consistently support children and adults in achieving behaviour of the highest standards.
8. Promoting among pupils, self-discipline and proper regard for authority.
9. Ensuring that pupils complete any tasks reasonable assigned to them in connection with their education.
10. Regulate the conduct of pupils through monitoring, tracking and timely intervention.

## 2. Behaviour strategies

This visual prompt is displayed in all areas of the school, including outside areas to remind children of the values, rights and stages.



This is a restorative strategy which allows children opportunities to raise their behavioural awareness; to make different choices and change their behaviour and make fresh starts.

It is an approach that sets clear boundaries which are consistent across the schools.

In school, we deal with unacceptable behaviour by taking a staged approach. However, there may be occasions when it is deemed necessary to jump straight to a later stage if the incident is considered more serious.

### Stage 1 and 2 example behaviours:

- Inappropriate learning behaviours
- Inappropriate conduct behaviours
- Inappropriate emotional behaviours
- Lack of application of our school values

### Stage 3 behaviours:

- Deliberate physical aggression: fighting, slapping, punching, scratching, kicking, nipping, choking, spitting and other threatening behaviours towards others/ property
- Bullying: persistent, deliberate and over time (see Anti Bullying policy for examples)
- Verbal aggression
- or
- Persistent low level stage 1 and 2 behaviours (see above)

This stages grid outlines the behaviour strategies, rewards and consequences.

	What is it?	What happens?	Next Steps
<b>Expected</b>	Everyone starts at expected. We expect everyone in our school to follow the school rights and values.	<b>Thank You:</b> Every half term we will send an email to your parents / carers to thank you and celebrate your efforts with your behaviour. <b>Values Ambassadors:</b> We will be on the lookout for our very best ambassadors! Every week one child from each class will be nominated and awarded as an ambassador. You will be celebrated in our assembly and will wear our ambassadors badges for the week until you can pass them on to the next ambassadors.	Keep going – you're a star!
<b>Reminder</b>	Your teacher is reminding you to be your very best.	If you have a reminder, think about our rights and rules. Decide to make a change now to get back on track.	<i>You can work your way back to expected!</i>
<b>Stage 1</b> <i>A chance to change</i>	You had a reminder but you are still doing something that is disrupting the learning. This is your chance to make a change.	Your teacher will tell you what you are doing and what they would like to see. You have the chance to change your behaviour. You own your behaviour and are in control of how to make it the best – if you need help with this, ask your teacher to help you.  Your behaviour will be recorded.	<i>You can work your way back to expected!</i>  If you get onto stage 1 or 2 more than three times in a week we will contact your parents to discuss how we can work together to get you back on track.
<b>Stage 2</b> <i>Teacher Talk</i>	Your behaviour hasn't got better or you are choosing to do the wrong thing in class.	Your teacher will talk to you about stopping this now. You may be moved within the classroom to somewhere you can focus.  Your behaviour will be recorded.	
<b>Stage 3</b> <i>Reflection</i>	Your behaviour has not improved or is unacceptable within our school. It may be disrupting your own or others' learning.	You may be sent to your link classes if your behaviour is very disruptive to the lesson and learning. You will be asked to complete a reflection sheet. We will inform your parents. Your behaviour will be recorded.	<i>You can make a fresh start tomorrow.</i>  If you get onto stage 3 three times within a half term we will invite your parents in for a meeting with your year leader or a member of SLT to see how we can help you with your behaviour.
<b>Straight to stage 3</b> <i>Reflection</i>	Some actions are not ok to do even once.	You may be sent to your partner classes if your behaviour is very disruptive to the lesson and learning. You will be asked to complete a reflection sheet. We will inform your parents. Your behaviour will be recorded. You will be asked to complete a reflection sheet. You may get put onto stage 3 straight away. <i>You can make a fresh start tomorrow.</i>	

### 3. Classroom management strategies used in the school

All staff use language to promote emotional literacy and behavioural awareness. (See appendix 1)  
All staff model expected behaviour.  
Teachers have individual strategies for behaviour where appropriate to the child.  
Reflection sheets are used to support children moving forwards and to make better choices. (See appendix 2)

### 4. Rewards and sanctions

Sanctions are linked to the stages and reflection time provided.  
Teachers use natural consequences which are appropriate to the behaviour and age of the child.  
EG: children who have disrupted their learning and not achieved within the lesson may be kept in to catch up with their learning.  
During reflection a quiet, calm space is used to provide thinking time.

A thank you email will be sent every half term to parents and carers if their child has shown expected behaviour and not been placed on the stages tracking system or has been on stage 1 only once. This is our way of celebrating children who are doing the right thing all (or nearly) all of the time

We will contact parents / carers if we have any concerns about behaviour or if their child is placed on stage 3, this will help us work together to support every child.

We also have class points (Infants) and house points (Juniors) which will be given for outstanding - above and beyond - work or effort, to help children recognise their achievements within the classroom and around the school. Once the children get to 50, 100 and 200 points they will receive a certificate home letting them know just how amazing they are!

We have weekly values ambassadors who are celebrated in assemblies.

We have positive handling training across both schools by the same training provider. Any use of reasonable force is recorded on incident forms (see appendix 3). Before positive handling is used de-escalation strategies are carried out and for individuals with specific needs an individual plan is put in place where appropriate (see appendix)

#### **Measure for extreme behaviour**

##### **Fixed term exclusion**

Exclusion for a set number of days or during a lunchtime may be given for extreme behaviours, in line with the **Exclusion Policy**. The LA's guidance will be followed should this arise.

##### **Permanent exclusion**

If other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA policy.

## 5. Staff development and support

All teachers, support staff and lunchtime supervisors have been trained in the use of the positive language and behaviour strategies system. Throughout the year update training is given and workshops are put in place for parents.

SLT are available for support and Assistant Head Teachers have designated lunch times where they are available for support. Support is given with the tracking of behaviour.

Where needed team teaching, modelling and coaching are used to support teachers.

## 6. Liaison with parents, other agencies and transition

We are very aware that the best learning comes when communities work together and this is where we work to communicate with parents effectively. A home school agreement is sent out at the beginning of the year for parents/carers to share and sign. This includes rights posters written as a class as part of transition and the stages outlined.

It may be necessary to address continually negative behaviours by seeking additional advice and support. This may include, with the support of the school's Special Educational Needs Co-ordinator (SENCo), accessing counselling, Early Help, Forward Thinking (Mental Health team), Communication and Autism Team, Speech and Language Therapist, Integrated Disability Service, Support Services, Educational Psychologist or school nurse.

The schools work very closely together to share information and support children during transitions.

## Legislation *and* statutory requirements

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

**A maintained school's behaviour policy must set out measures to:**

- **Promote good behaviour, self-discipline and respect**
- **Prevent bullying**
- **Ensure that pupils complete assigned work**
- **Regulate pupils' conduct**

**It must also take into account the governing body's statement of behaviour principles.**

The DfE says that a maintained school's behaviour policy must have regard to the governing body's guidance on issues such as:

- Screening and searching pupils
- The use of reasonable force
- Disciplining pupils beyond the school gate
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct

5)The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(b)he must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

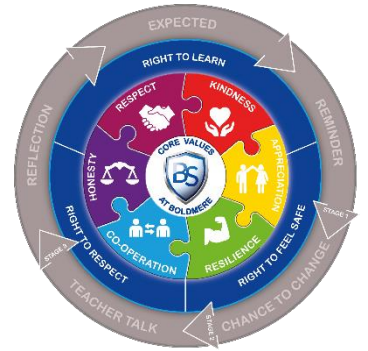
## Appendix 2

### Reflection sheet

Name:

Date:

Class:



What happened?

What could I do to avoid this?

What strategies could I use to avoid this happening again?