



## Behaviour Policy 2023-24

**Parents/carers refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, adoptive parents and LA corporate parents.**

Our behaviour system is based on positive reinforcement and has been shown to have had a significant impact on improving behaviour.

The aims of the policy are to:

- Ensure a consistent approach to dealing with behaviour of all children during the school day by all adults.
- Provide a caring and supportive environment, that gives children the right to learn and teachers the right to teach.
- Promote positive behaviours, self-discipline and respect as a model for all behaviours.
- Prevent bullying, including cyber bullying, prejudice-based and discriminatory bullying.
- Help develop independence by ensuring that children are responsible for their own actions.
- Provide structure, which moderates children's behaviour, allowing them to develop as responsible citizens within society.

### How can this be achieved?

Children need reasons to behave. As such, positive reinforcement is used at every opportunity to reinforce good behaviour through the use of praise and the award of house points. The school ensures that the curriculum is motivating and engaging and children's learning needs are well matched by good quality teaching that further helps to inspire them. Activities and equipment are provided to help ensure break and lunchtimes are interesting and enjoyable.

All staff and visitors are expected to be positive with children and have high and consistent expectations.

### Class Expectations

All classes collectively agree to a class charter that is displayed prominently. These promote positive behaviours and are reviewed on a regular basis.

### Positive Reinforcement of Behaviour

#### Houses

Each class is divided into four houses. Children work as a team to earn house points. This will be celebrated in our Friday assemblies.

### House Points

Verbal praise **must** be used to reward good behaviour frequently. Bad behaviour should not be reinforced except through the use of sad faces (see below).

Children are awarded house points for good work, good behaviour and for acting as good role models to others. House points are normally given out in 3s or 5s. For excellence, up to ten house points can be awarded.

Staff will keep a record of the total house points that each child has earned (these will be calculated before Friday's assembly). When children reach a multiple of 1000, they will earn a badge which they can wear on their collar.

### Achievement badges:

Bronze - 1000 house points  
Silver - 2000 house points  
Gold - 3000 house points  
Green - 4000 house points  
Orange - 5000 house points  
Yellow - 6000 house points  
Red - 7000 house points  
Blue - 8000 house points  
White Bling - 9000 house points  
Black Bling - 10000 house points

As children progress up through the achievement badges, they are expected to act as role models for other children.

### Collective recognition

At the end of each week, the points for each house are totalled. The ongoing totals are read out in a weekly Celebration assembly. At the end of each half term, the house with the most points earns a non-uniform day on the first Friday back after half term. These totals are also displayed on a board in the corridor.

Play leaders/Sports Coaches and support staff may also award house points.

### Whole Class Rewards

In all classes, the children have their class flowers as a reward scheme. When significant positive behaviour is recognised by the whole class, they are awarded one (or more in some circumstances) of their flowers. When they have reached their number of flowers, they will get a class treat that has been voted for by the children.

### Sanctions

The consequences of breaking school expectations must be made explicit to all children. At lunchtimes, Mealtime Assistants may give sad faces to children. They will then record this in a lunchtime communication book which will be passed to the class teacher.

In most cases, the behaviour system will operate from 12.00pm to 12.00pm the next day, however, in the case of younger or more disruptive pupils, shorter sessions should be used.

The following system applies to a child that breaks the rules. From the second occasion, the child will reflect on their behaviour and a restorative conversation will take place between the child and a member of SLT in the studio.

On the **first occasion**, the child's initials are written on the board. This represents a warning and no action will be taken.

On the **second occasion**, a sad face is recorded next to the child's initials and, consequently, they will miss five minutes of their lunch break. This time will be spent reflecting on their behaviour.

On the **third occasion**, two sad faces will be given, and the child will spend ten minutes of their lunch break reflecting on their behaviour.

On the **fourth occasion**, – three sad faces will be given, and the child will be removed from the classroom and taken by an adult to another link classroom with appropriate work. The child will not interact with the other children for the remainder of the lesson for a minimum of fifteen minutes in Key Stage One.

#### Class swapping arrangements

Reception → Year One  
Year One → Year Two  
Year Two → Year Three  
Year Three → Year Four  
Year Four → Year Five  
Year Six → Year 2

In **addition** to the class swap, a child will then go to the studio at lunchtime and a member of the SLT will ask them to explain their behaviour and to spend 15 minutes reflecting.

On the **fifth occasion** a child misbehaves (either having returned to the classroom or while on class swap) – four sad faces will be given and the child will be sent to the Principal or senior member of staff in her absence. Four sad faces will mean that the child will miss break time and 15 minutes of lunch in the studio with a member of SLT.

If a child deliberately hurts another child (including spitting at another child) three/four (depending on severity) sad faces will be given immediately and the child removed to the Principal's office. If the Principal is not available, the child will be sent to a member of SLT.

Incidents of children receiving three or four sad faces are logged on CPOMS by the class teacher.

In the case of concerning behaviour, staff contact parents/carers and work in partnership to attain a positive outcome. This may involve help from the School Counsellor who will be able to offer support with behaviour at home.

### Repeat offences

Should a child receive three or four sad faces on regular occasions the child's parents/carers will be contacted and invited in to discuss the problem along with the child, class teacher, SENDCo and possibly School Counsellor. A Behaviour Care Plan (BCP) will be devised and agreed by all parties. The Babcock Behaviour Support Team will be involved in this process when appropriate.

In the case of physical, verbal or racial assault the child must be sent directly to the Principal or a member of the Senior Leadership team and appropriate action will be taken in consultation with the class teacher. Reference will be made to the Race Equality Policy and Procedures for reporting racial incidents. Where there is a deliberate and serious verbal/physical assault or serious threatening behaviour the child may be excluded. The aggressor must be removed from the classroom immediately whilst an investigation into the incident is undertaken.

### Exclusions

Internal exclusions between year groups for either a half or a whole day are preferable for most behaviour problems where the normal sanctions are not effective. This will be as a consequence of a child receiving 3 or 4 sad faces on a regular basis and so this assumes that the sanction is having little impact.

The Trustees/staff do not consider exclusions from school as being in the best interests of the child and therefore the use of external exclusion will only be considered in very exceptional circumstances.

If an exclusion from school becomes necessary that this will, in the first instance, occur to a school within the ESW group as an alternative to sending a child home (this will likely be Rydon Primary School, as our closest location). This course of action will be taken in partnership with parents and should children need transporting between sites this will be by school minibus with a chaperone.

For further information regarding exclusions, please see the Exclusions policy.

### **Additional Notes:**

Work must never be given as a punishment.

House points cannot be removed when given and sad faces cannot be negotiated away.

Reviewed: December 2023

Next Review: December 2024