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| Ava Kennedy School Design | **Behaviour Policy****“by working together we learn, we achieve, we care”** |

**Policy Consultation & Review**

This policy is available on request from the school office.

This policy will be reviewed in full by the Governing Body on a four yearly basis. This policy was last reviewed and agreed by the Governing Body on January 2018. It is due for review on January 2022.

Signature:

Headteacher Date:

Signature:

Chair of Governors Date:

**Our Whole School Behaviour Policy**

**Aims**

* To create an environment which encourages and reinforces good behaviour.
* To define acceptable standards of behaviour.
* To encourage consistency of response to both positive and negative behaviour.
* To promote self-esteem, self-discipline and positive relationships.
* To ensure that the school's expectations and strategies are widely known and understood.
* To encourage the involvement of both home and school in the implementation of this policy.

**Standards of behaviour**

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

In order to achieve this, we work to create a positive learning environment within the school, which ensures that our approach to behaviour management and discipline is consistent and understood by all the school staff, pupils and parents.

We also promote positive behaviour through our personal, social, health and citizenship education (PSHCE) curriculum, which develops the emotional health of our pupils. All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate.

**Rights and responsibilities**

As individuals we all have rights, but we all have responsibilities that work alongside these too. This is no different within our school environment and if everyone accepts these and works together then the school will meet its stated aims.

**Staff:**

*Rights*

To work in a safe environment

To be respected and valued

To be able to teach in a classroom free from disruptive behaviour

*Responsibilities*

To provide a role model for the children within school.

To work in partnership with parents

To provide support for children and adults within the school

To be fair and consistent in their actions

**Children:**

*Rights*

To be educated in a safe and purposeful environment

To be respected and valued

To learn in a classroom free from disruptive behaviour

*Responsibilities*

To respect other’s right to a safe and purposeful environment

To accept school rules

To alert staff of any negative behaviour towards themselves and others

**Parents/Carers:**

*Rights*

To be kept informed

To be listened to

To be respected and valued

To be involved in their child’s education and behaviour

*Responsibilities*

To work in partnership with the school

To accept and work within the school rules

For their rights to be maintained, children have to take on the responsibility of following the school rules. If they break the rules they must understand that they have chosen to do this and therefore must understand the consequences of their actions.

**Classroom Management Issues**

A behaviour management plan will be displayed in all classrooms. It will consist of three parts: **rules, rewards and consequences**. Each part has equal importance.

**Rules**

Rules should be observable, specific and applicable, no matter what activity or which adult is in the classroom. These are rules that apply specifically to lunchtimes and are core rules for each class.

**The Core rules (The Reedham Way)**

* We keep hands, feet and unwanted comments to ourselves
* We walk around school calmly, safely and sensibly
* We look after each other, our school and the environment
* We listen carefully and do as we are asked first time, every time
* We always try our best in everything we do
* We respect ourselves and each other

**Teaching the Plan**

Positive behaviour management underpins everything we do in school. Therefore, the rules are taught and consolidated regularly. We do this by:

* Explaining why classroom rules are needed
* Teaching the rules
* Checking for understanding
* Discussing and explaining the reward system
* Discussing and explaining the reason for having consequences
* Teaching the consequences
* Checking for understanding

It is recognised that both the approach to teaching the plan and the consequences will need to be modified dependent upon the age and stage of the child. For example, it is unrealistic to expect the same sanction ordinarily for a child in Foundation Stage as a child in Y6. This will be taken into account as administered at the discretion of the adult involved.

**Rewards:**

We aim to use positive recognition to motivate pupils to choose responsible behaviour. Rewards must be consistently applied and not taken away as a sanction.

**Rewards include:**

Verbal praise, friendship tokens like smiles

Individual, group and class reward systems

Class Dojo points / Good choice tickets

Lunch Hall certificates

Sharing work and positive behaviour with other adults and children

Good News Home – communication with parents

Colour Team points

Superstar certificates

Head teacher’s certificates

Recognition in Friday assembly

Maths Whizz incentives box

Golden Time

**Consequences and sanctions:**

It is as important to have the consequences displayed with the rules in order to ensure agreement and understanding. We aim for consequences to be realistic and do not believe that they need to be severe to be effective. They should never be physically or psychologically harmful and should never humiliate.

* Consequences should be displayed and applied in a hierarchical model,

moving from the least (e.g. a warning) to the most intrusive intervention (e.g.

Head teacher / parent contract)

* Consequences should be presented to the children as a choice in order that

they can choose to behave appropriately

* Consequences must be applied consistently and be cumulative during a lesson
* Consequences may involve the use of a ‘reflection sheet’ and reflect the

incident concerned.

It is important to remember that it is the behaviour of the pupil that we do not like, not the pupil him/herself. This must be clear, where appropriate, to the pupil.

Teachers can use ‘Class Dojo’, an online behavioural reward system to track pupil behaviour during a lesson and over a series of lessons. Our consequences are:

1. Negative mark on ‘Class Dojo’ behavioural reward system

2. Another negative mark on Class Dojo – Lose part of lunch break to complete reflection sheet in order to reflect on appropriate behaviour

3. Time out working in another classroom

4. Speak to the Head teacher about behaviour

5. Contact parents

6. Individual Behaviour plan

Exclusion is used as a final sanction.

On occasion, consequences may need to involve making reparation for the action. For example, writing letters of apology.

Reflection sheets must be collected from the pupil once complete and kept in a folder within the lunchtime detention room.

No pupil will be kept inside and left unattended nor will they be simply sent out of the classroom. It is important to remember that the adult issuing the sanction is also responsible for ensuring that it is carried out and for the care of the pupil at this time.

Each class teacher will log behavioural incidents on ‘Class Dojo’. This will then generate an evidence trail. These incidents can be tracked over time and used to spot patterns of behaviour. The patterns of behaviour will be monitored by the Headteacher on a half-termly basis.

Persistent poor behaviour will result in the class teacher speaking to parents.

If there is no improvement in the child’s behaviour, the parents will be invited into school to discuss the issues with the head teacher and class teacher.

If there is still no improvement in the child’s behaviour an IBP will be drawn up and a behaviour chart issued to be managed by relevant staff, the parents and the child.

Once the child is in receipt of an IBP and chart then the parent is asked to call into school at regular intervals as agreed to check progress. They will also be kept up to date with matters as appropriate.

*Any* incident that is drawn to the attention of the Headteacher will be recorded in the behaviour folder.

Every child has the right to start each day afresh.

Teaching assistants are a key component in helping to de-escalate worsening behaviour before teachers/Headteacher need to get involved. They are actively encouraged to use ‘Class Dojo,’ to support teachers in encouraging positive behaviour but if needs be will follow a similar procedural chain of consequences as teachers (listed above)

1. Reminder of school rules
2. Verbal warning/non-verbal signal
3. If child chooses to persist in negative behaviour, choices are offered to try to ensure behaviour is de-escalated. (see positive handling scripts in Safe Handling Policy)
4. Referral to teacher for support

For extreme behaviour, the Headteacher/Senior Teacher may be called for support immediately (physical violence).

Class teachers must be notified of any behavioural incidents that have occurred outside the classroom.

**Children ‘Beyond’**

It is recognised that we may have children within our school for whom the normal system of

sanctions and rewards is not always the most effective tool. Smaller, more immediate targets and rewards need to be set as appropriate and with a time scale which reflects the pupil’s needs. It must be stressed that the same expectations exist for these children as any other; they are expected to follow the school rules and accept the consequences should they choose to not follow them.

**Behaviour at Breaktimes**

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly. Rules for playground behaviour follow school rules and are regularly reviewed by pupils through PHSCE and circle time activities.

Pupils are expected to ask permission before they enter the building during breaktimes. After the bell has been rung at breaktime or lunchtime, the children are expected to stand still and await to be told who will walk in as decided by the adult on duty. They are expected to walk into the school calmly, safely and sensibly as directed in our school rules.

Incidents of unacceptable playground behaviour should be dealt with immediately by the staff on duty and reported to the class teacher where appropriate. The Headteacher should be informed of serious breaches of behaviour. Staff should ensure that they are ready to receive the children in their classrooms.

Consequences at breaktimes and lunchtimes follow the same outline pattern as within school:

1. Verbal warning and a negative mark on ‘Class Dojo’ behavioural reward system

2. Instant sanction / time out by the wall with an adult for a limited period to reflect on appropriate behaviour. Another negative mark on Class Dojo will be taken

3. Removal from the playground and time with a teacher or headteacher

Leading to:

4. Miss a complete playtime

5. Speak to the Head teacher about behaviour (if not already involved)

6. Contact parents

7. Individual Behaviour plan

**At Lunchtime**

Pupils are expected to be polite and cooperative with one another and with the lunchtime

supervisors and cooks. They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the pupils should be good mannered and ensure that they have finished the food in their mouth before putting their hand up to request that they can leave the lunch hall. They are expected to keep the conversation to their own table and to clear away their trays and any mess they have made on leaving the table.

**Lunchtime expectations:**

* I will sit where I am asked
* I will eat my lunch quietly and sensibly
* I will use good table manners
* I will not share food

**Behaviour outside school**

When on trips and visits pupils are expected to behave in a manner that reflects the school’s values and ethos. Before setting out on a trip pupils should be reminded to:

* Thank any adult who has helped
* Be aware of other groups and visitors and respect their needs
* Be sensible, quiet and polite
* Move in a calm, orderly manner at all times
* Keep to their group and do as their leader asks them

**Parents’ Role**

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy.

All aspects of our Policy apply not only to children and Staff but also to parents and others in school at all times when they are on the school premises.

**Special Educational Needs**

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases we follow the advice from the local authority and specialist agencies.

We receive support from outside agencies, e.g. an Educational Psychologist and the Behaviour Support Team when appropriate.

**Race Equality and Equal Opportunities**

We believe that it is important to prepare our children for life as citizens in a multi-ethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with and recorded. However, a letter may also be sent home to parents/carers to inform them that their child has been involved in a racist incident.

**Monitoring and Evaluating**

We will regularly monitor our behaviour system for rules /rewards and consequences.

Information and feedback regarding the effectiveness of our policy across the school

comes from a variety of sources including:

* Informal reports from staff / parents / pupils
* Feedback from classroom observations
* Questionnaires for parents / staff / pupils
* Number of pupils sent to the headteacher
* Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

Our policy and practice are regularly reviewed by staff as outlined above and by our

Governing Body.

**Appendix 1: Reflection Sheet**

**School Rules**

We keep hands, feet and unwanted comments to ourselves.

We walk around school calmly, safely and sensibly.

We look after each other, our school and the environment.

We listen carefully and do as we are asked first time, every time.

We always try our best in everything we do.

We respect ourselves and each other.

**Reedham Primary School**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Which rule did you not follow?**

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* **Who did your behaviour upset?**

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* **How can you make things right?**

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* **What could you do differently next time?**

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