



Behaviour Policy

Reviewed and Updated: September 2020

Next Review date: September 2021

Our Vision

Aiming High and Achieving Our Best

Our Values

Curiosity – we are inquisitive learners who love to explore and investigate!

Creativity – we are imaginative and inventive!

Confidence - We have a resilient, 'can-do' attitude to learning!

Caring – We are kind and respectful to each other and to our environment

Aims

To provide an environment and curriculum that stimulates every child's desire to learn; to teach creatively to inspire children with unique learning experiences; to foster high aspirations and encourage children to be leaders of their own learning; to promote respect and kindness; to nurture and prepare children so they are ready to confidently face future challenges.

"A school where respect and courtesy are high on the agenda will be a community which fosters good relationships, as well as accelerated learning."
(Greg Sampson)

Aims

1. To establish and maintain an orderly, peaceful and supportive environment in school in order to maximise learning.
2. To communicate to children, parents, staff and any-one else connected with school what is meant by good behaviour and how it is consistently reinforced and maintained.
3. To set out expectations for the management of teaching and learning environments.
4. To set out routines for activities in school including the beginning and end of day, lunchtimes, playground, corridors, wet play and out of school activities.
5. To foster self-discipline, self-motivation, confidence and self-esteem of children and adults working in school.
6. To set out how the school works towards minimising bad behaviour including bullying.
7. To ensure commitment to the whole school system of rewards and sanctions.

Methods of achieving these aims.

1. Our Bee Rules
2. Planning for high quality teaching and learning.
3. Classroom management
4. Duty of care for all school routines and procedures
5. Systems for promoting self-discipline, self-esteem and responsibility
6. Support for children, teaching and non-teaching staff.
7. Rewards system
8. Sanctions
9. Home involvement
10. Equal opportunities
11. Safety and risk assessment.
12. SEND – Local Offer
13. Anti-bullying policy
14. Monitoring and review.

1. Our Bee Rules

All children and staff follow these rules which are displayed in every classroom and other areas of the school.

- Be good to yourself
- Be friendly with everyone
- Be careful with property
- Be proud of your school

2. Planning for teaching and learning.

We believe a quality curriculum is at the heart of achieving good behaviour in school. The whole school curriculum is planned to enable all children to learn and make maximum progress. Topics are selected from the National Curriculum, which are suited to the age, stage and ability of our children. In reception and KS1 children follow the Read Write Inc programme. Differentiation will meet and match individual needs in their RWI groups. Short term planning will include subject specific skills, knowledge and understanding, so that all children experience success in a range of contexts, and are able to be assessed in order to move on. Lack of differentiation and opportunities to use imagination causes boredom, frustration and low self-esteem, and is therefore a likely reason for poor behaviour exhibited in classrooms.

3. Whole School Approach

The Bee rules are used to describe good behaviour and to give rewards such as dojo points and to describe poor behaviour for sanctions or for targets on individual behaviour plans.

At the beginning of each year Class teachers re-establish rules and routines for appropriate behaviour, the organisation of materials and resources, expectations of noise and procedures at transition times including entries and exits. The emphasis is on care, courtesy and cooperation. Children are given an appropriate place for time out if needed.

4. Duty of care for all school procedures and routines.

The dojo points reward system is shared between all teaching and support staff that award the points to children for good behaviour, effort and achievement. All staff have a copy of the **Bee rules** and also contribute to the sanction system. Lunch time staff can give Values Tickets reflecting the school values.

5. Systems for promoting self-esteem, self-discipline and responsibility.

Core learning skills	Star pupil award
Peer critique	Head Teacher Certificates
Prefects	Year 6 Responsibility, e.g. librarians and sport leaders
PSHE Curriculum	Circle time
Rewards for good attendance	
Values Tickets	Learning Council meetings
Learning Ambassadors	Sports Certificates

Individual class rewards chosen by the class teacher.

6. Support for children, teaching and non-teaching staff.

Children are taught the Bee rules at the beginning of each year and it is reinforced through the Home School Child Agreement, assemblies, notice boards, circle times and systems of rewards and sanctions.

All staff support the child by implementing all of the above and by being responsible for his/her PSHE by listening, mentoring and if necessary liaising with home, Senior Teachers, Head teacher and SENCO. All adults promote and model behaviours and develop close relationships which will bring about sustained change.

The school values are taught explicitly with one value being focused on each half term. They are a focus in class and in whole school assemblies. Value vouchers are given to children when they demonstrate one of the core values at lunchtimes.

The behaviour support plan (IBP) is managed by the class teacher to bring about change in children's behaviour so that staff (teaching and non teaching) are mutually supportive and the approach is consistent for the child. The support plan is written by the class teacher in conjunction with the child and parents. The head teacher will become involved if necessary. At this stage a pastoral support plan may be necessary.

All behaviour management programmes and interventions should be logged by class teachers in their class behaviour log. The head teacher and teachers on the duty rota support midday assistants during the lunch breaks.

Support structure

Class teacher – Senior teacher - Head teacher.

Midday assistants – Class Teacher - Head teacher.

At lunch time there is a value ticket system in place (see appendix) This is used by all midday supervisors.

7. Reward systems

An effective reward system helps to build self esteem. The following rewards are in place and effective.

1. Smile
2. Praise related to objectives including child's name.
3. Star pupil award/ Achievement award
4. Teachers/Headteachers certificates
5. Dojo points
6. Extra play
7. Value Vouchers
8. Postcard home celebrating success
9. Speak to parent on the playground at the end of the day.
10. Various other rewards are particular to a class, an event or a specific objective.

8. Sanctions Hierarchy

In a classroom situation the following sanctions apply. They are used after the usual reinforcement of positive behaviour, use of proximal praise, reminders, encouragement and thanks for when instructions are carried out.

1. The 'look'. Sometimes this is all that is required.
2. Verbal Warning 1.
3. Verbal Warning 2.
4. Name on the classroom board.
5. Time out in the classroom.

6. Sent to another classroom with work to complete. (This is currently not possible due to Covid restrictions therefore instead child will miss some of their lunch or breaktime play to complete their work, reflect on their behaviour or write an apology if appropriate) Teacher completes behaviour log and sends to the office – this will be recorded on SIMS. A letter is available to be sent home to inform parents or this can be done verbally.
7. If the behaviour is not modified/ improved the Headteacher invites parents into school to meet with the child and discuss the behaviour. Individual behaviour support plan written and put in place if appropriate.

In exceptional circumstances, the staged approach can be shortened at the discretion of the member of staff.

If sanction 6 is judged to be used frequently (2 or 3 times per fortnight) this will trigger further action. These actions may include one or all of the following:

- EHWB Intervention
- Support from the Headteacher
- CAF / Multi agency approach
- Referral to an Educational Psychologist
- Family Support Worker

NB: If a child is refusing to complete appropriately differentiated work it might be appropriate for them to work with a member of staff at lunch time.

Sometimes a child's behaviour may suddenly deteriorate or their actions may indicate that they have witnessed domestic violence. All staff should refer to the Child Protection Policy for further guidance.

Exclusion: A decision to exclude a pupil would only be taken in response to breaches of the school's behaviour policy where lesser sanctions are not appropriate. A thorough investigation would first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. The need to exclude a child at Penponds School is extremely rare. There has only been 1 permanent exclusion in the past ten years. See the Exclusion policy.

9. Home involvement

Parental involvement is vital, both as support and reinforcement and to share information which will be mutually helpful. Opportunities for positive comments about pupil behaviour are exploited (see rewards system.)

Parents are involved in drawing up the Individual Behaviour Support Plan and at all stages of the ILP if behaviour modification becomes a special need.

10. Equal opportunities

The Bee Rules at Penponds School and the Penponds School Behaviour Policy are designed to ensure that all children will have the right to learn and teachers will have the right to teach and that the work of all members of the school community is respected equally. There may however be times when a child has a differentiated behaviour policy to meet their individual special need.

11. Safety and Risk assessment.

This is the responsibility of the Head teacher who liaises with teaching and non-teaching staff the SENCO and external agencies.

- Good behaviour is an essential part of well-being and of a Healthy school
- Implementing the Bee Rules at all times ensures the safety and well-being of pupils and staff in the school
- Physical intervention is always a last resort. It must be **reasonable, appropriate and recorded in context to show that everything else possible had been done.**

INTERVENTION MUST NEVER CAUSE – PAIN, PANIC OR INJURY

Intervention involves no joints, protection for the individual, gradient – least amount of force necessary, body alignment, avoidance, protection, deflection, stabilisation, no punishment, touch control – positive touch ethos. (See Team Teach guidelines) There are currently four members of staff who have been Team Teach trained.

School visits including residential visits:

The school Bee rules still apply. (See Educational Visits policy for guidelines and pupil to adult ratios). All children will be included on a trip unless their behaviour could cause danger to themselves or others. The school reserves the right to exclude a child from a trip on health and safety grounds. Alternative provision will be in place when necessary.

12. Special Educational Needs

Behaviour modification may become a Special Educational Need. Help may be sought from outside agencies. These may include:

The Educational Welfare Officer
The Educational Psychologist
Learning Support Service
Social Care
Clear
Dreadnought

It may also be necessary with parental consent to initiate a CAF (Common Assessment Framework) for a multi agency approach. This involves holding regular multi-agency meetings.

14. Anti Bullying

Bullying behaviour is repetitive and over time. It may include:

- Name calling
- Physical violence
- Threats
- Isolating individuals.

The school should at all times show disapproval of such behaviour and protect children from it through the sanctions hierarchy. However it is important to recognise that many children engage in these activities at some time as they experiment with relationships. Often problems are short lived and falling out with friends does not become an issue – this is not the same as bullying.

Penponds School implements its behaviour policy to create a culture in which bullying cannot thrive. Building self-esteem in children is the single most powerful strategy in ensuring that children respect themselves and each other. This is done through:

- Implementation of the Bee Rules
- School Values
- Class teacher relationships with pupils including role modelling
- The reward system
- Being a Leader of Your Own Learning
- Teamwork and group work
- The duty of care which ensures supervision wherever possible
- Playground organisation including observation of isolated children and perimeter areas
- Peer critique

Incidents of bullying may be reported by children, members of staff, parents. The initial contact is with the class teacher of the child affected. Usually intervention is successful, especially if children are involved to support each other. However if class teachers actions do not stop the situation the Head teacher will be involved. The head teacher will log information and the action, see all children involved, contact parents and take all steps open to them to stop the bullying behaviour continuing to protect the children and the school. (See Anti Bullying Policy for full procedure)

15. Monitoring and review.

The behaviour policy is monitored by the Head teacher by examining the behaviour log - recorded on SIMS, monthly discussions with the Mid day supervisors, nominations for Head teachers certificates, through regular contact with class teachers, child focus at staff meetings, documentation of the Behaviour Support Plans and by the observation of and discussion about the everyday life of Penponds School. The Midday Supervisors meet with the Head teacher once every half term. Governors also monitor behaviour during their visits. The behaviour policy will be reviewed every year.

Resources

PSHE Curriculum
Reward system resources
Value Tickets
Play-ground equipment.
Year 6 responsibility badges
Budget for School Council

Appendices

1. Our Bee Rules.
2. Class expectations sheet.
3. Behaviour Log recording proforma.

Appendix 1

Our BEE Rules

- Be good to yourself
- Be friendly with everyone.
- Be careful with property.
- Be proud of your school.



Penponds School Class Expectations

Agreed September 2020

- An exciting curriculum – breadth and depth
- Literacy and maths learning walls – regularly updated
- Time to reflect – children responding to marking and knowing their next steps
- High expectations of work and presentation
- Marking up to date (according to marking policy)
- Fast maths to take place 15 mins a day, results recorded in maths book, year 1-6.
- A vocabulary rich environment
- A school values display, referred to by the teacher in lessons, e.g: ' ohh, you've really used your creativity here'
- Celebration of children's work
- Book corner/area – well presented, organised and labelled, books suitable/appropriate for class age group where there is room
- Exercise Books stored correctly – kept in good condition
- Brain, Book, Board, Boss reminder
- Age appropriate number line
- Place value column chart
- Homework display board if required
- RWI Speeds chart in every classroom
- No spelling mistakes or punctuation errors on display – capital letters in the right place!
- Topic display to encourage enthusiasm and engagement
- WALHTs displayed clearly and clear in books
- Lots of children talk – not very much teacher talk. The children need to be working harder than you
- Daily visual timetable so children know what they are doing and when
- Talk for Writing actions as photographs for current class.
- Easy access to stationery/resources to allow pupil independence
- Reminders about social distancing, handwashing, safe behaviours in light of Covid 19 and good hygiene procedures
- Easy access to water

