



This policy was adopted in **September 2013**
This Policy is due for review in **September 2018**

GOVERNORS STATEMENT ON BEHAVIOUR

The Governing body believe that it is essential to promote a happy, caring and secure environment for all children, parents or carers and visitors.

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the property of others, including their environment;
- encourage pupils to be accountable for their own behaviour;
- develop pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of families

The general principles may be summarised by our school Golden Rules:

- We are kind, gentle and helpful.
- We are polite, honest and treat others with respect.
- We move quietly and sensibly around our school.
- We take care of our school environment
- We focus during lessons and help each other to learn.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious incidents. LEA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion.

Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headteacher should be informed of any incident that has led to the use of these powers, which will be recorded.

This statement is made public throughout the school, is taught explicitly in day-to-day interactions and also through our Personal, Social, Health, and Citizenship (PSHCE) curriculum. It underpins many of the statements found in our Home/School agreement.

Accepted by Governors: June 2017

Date for review June 2018

Behaviour Policy: June 2017

In order for our children to succeed and thrive there is an expectation that every member of our school community models positive social behaviour and behaviour that is conducive to learning.

As in all other areas of school life we recognise that in order to achieve our vision we must differentiate our behaviour strategies to ensure individual children are supported in learning appropriate behaviour. This is equality in practice – enabling all to achieve the same outcomes.

AIMS

Our code of behaviour is intended to:

- ☺ Emphasise the positive.
- ☺ Create the conditions for a caring, orderly community based on mutual respect in which effective learning can take place;
- ☺ Help children learn to take responsibility for their own actions and by so doing develop self discipline;
- ☺ Help children develop a sense of identity, achievement and self worth;
- ☺ Help children develop the ability to co-operate with others;
- ☺ Help children develop tolerance and understanding of the needs and opinions of others,
- ☺ Help children develop a greater sense of personal responsibility by giving them responsibilities in a number of ways in school.
- ☺ Have high expectations of all children's behaviour

GOLDEN RULES

- We are kind, gentle and helpful.
- We are polite, honest and treat others with respect.
- We move quietly and sensibly around our school.
- We take care of our school environment
- We focus during lessons and help each other to learn.

Posters to inform and remind pupils and staff of our Golden Rules can be found in each classroom and in a number of locations in the corridors throughout the school. At the beginning of each academic year each class will take part in a series of PSHE lessons aimed at establishing the routines that will be used in the classroom to support the school rules. These routines can be deemed as the class 'charter'. These rules are reinforced at the start of each term and throughout the year.

1. AGREED SYSTEM OF REWARDS

1.1 Praise

In order to have a positive self-image and sense of worth a child needs to feel proud and recognise their achievements. To promote this intrinsic sense of worth and value, staff use high levels of **praise** to children always referring to our rules and positive attitude to learning.

Praise should not use the words merely 'good' or 'clever' but refer to the situation at hand, the effort and outcome achieved.

1.2 Golden time

- Earn 30 minutes a week (all children start with 5 minutes, and then earn 5 minutes per day).
- The earning of golden time is linked to **focus on learning**. Golden time cannot be lost in the playground (separate reward/sanctions take place).
- Once lost it cannot be 'earned' back
- The whole school takes part in golden time at 2.30 pm on Friday afternoon.
- Each Phase will work as a team and offer 4/5 activities (staff dependent).
- Children choose golden time activity on Monday morning (therefore they know what they are looking forward to and earning).
- Class teacher writes children names on separate activity sheet.
- On Friday children go to designated location with slip of names. Any children who did not earn their whole golden time will only join in for the time earned.
- Absent children still get their time.
- If a child is absent on Friday any time they have not earned will roll over to the next week.

To have the desired motivational impact golden time activities must be exciting and well planned.

1.3 House Points

All children are split into one of 4 Houses (West Pier, Pavilion, Palace Pier and i360). Children are given House Points for following our Golden Rules. This can be in class (on House Point charts) or in assembly, on the playground or moving around the school (where coloured stickers are given to pupils which are then put onto their class charts). All staff are expected to give House Points to any pupil they see following our Golden Rules. The winning House is announced every week in Monday's assembly and the termly winning House receives a reward e.g. Film Afternoon, Art activity, Sports Afternoon.

1.4 Sharing learning

When a child produces a piece of work that shows good progress/effort, they may be sent to another member of staff or the Headteacher/Deputy to show it to them and explain why they are proud and what they have learnt. Work sent to the Headteacher/Deputy will always be rewarded with a special sticker.

1.5 Extra Golden time

Those children who earn all of their golden time each term will receive a bonus half hour of golden time at the end of the term. This will be organised by the Phase Leaders.

1.6 Play and lunch reward

Once a year those children who do not receive a play or lunch detention will be entitled to a reward time slot with the learning mentors. This will be an hour and a half artistic or sports session organised by the Learning Mentor Team. It will take place at the end of the summer term.

1.7 Learning, Behaviour and Attendance assembly

KS1 & KS2 will take part in a weekly Learning, Behaviour and Attendance assembly.

KS2:

- Class Teachers and Teaching Assistants will identify **1 child** from each class to share a piece of learning and the growth mind set approach that they have been applying.
- Class Teachers and Teaching Assistants will identify **2 children** who are displaying the positive behaviours that we expect. One of these certificates may be for child who is showing an improvement in their behaviour; however at least one of the certificates should be awarded to a child who **always** follows the Golden Rules.
- The reason why they have been selected will be written on a certificate which will be read out and any corresponding work shared.
- Children who have 100% attendance (Learning, Behaviour & Attendance Assembly) will be entered into a draw for a small prize during this assembly. One child per year group is selected. – is this linked to behaviour?

KS1:

- Class Teachers and Teaching Assistants will identify **2 children** a week from each class to receive a certificate.
- Assemblies alternate each week between learning and behaviour.
- Certificates to celebrating learning should link to our growth mind set approach.
- Certificates to celebrate behaviour will identify **2 children** who are displaying the positive behaviours that we expect. One of these certificates may be for child who is showing an improvement in their behaviour; however at least one of the certificates should be awarded to a child who **always** follows the Golden Rules.
- The reason why they have been selected will be written on a certificate which will be read out.
- Children who have 100% attendance (Learning, Behaviour & Attendance Assembly) will be entered into a draw for a small prize during this assembly. One child per year group is selected. – is this linked to behaviour?

Reception:

- Class Teachers and Teaching Assistants will identify **2 children** a week (once settled in the Autumn Term) from each class to receive a certificate.
- During the Autumn and Spring Term children will be awarded certificates in class. Reception will join KS1 Assemblies learning and behaviour assemblies in the Summer Term (unless children are ready to attend assemblies earlier).
- Assemblies alternate each week between learning and behaviour.
- Certificates to celebrating learning should link to our growth mind set approach. The reason why they have been selected will be written on a certificate which will be read out.
- Certificates to celebrate behaviour will identify 2 children who are displaying the positive behaviours that we expect. One of these certificates may be for child who is showing an improvement in their behaviour; however at least one of the certificates should be awarded to a child who **always** follows the Golden Rules.

- Children who have 100% attendance (Learning, Behaviour & Attendance Assembly) will be entered into a draw for a small prize during this assembly. One child per year group is selected. – is this linked to behaviour?

1.8 Additional Systems

Just because we have agreed to use the reward systems included here does not mean that teachers cannot also use other systems as well, but those will be in addition to the school-wide systems and not instead of.

2. AGREED SYSTEM OF SANCTIONS

Our expectation is that our children are polite and well behaved and respond well to the system of rewards in place in the school. Unfortunately there are occasions when some children do not behave as they should, which is when we have to introduce our system of sanctions.

2.1 CLASSROOM CONSEQUENCE PATHWAY

i. Reminder of classroom expectations (use as appropriate before moving to step two).

- Disapproval: verbal and non-verbal
- Emphasise the power of body language
- The 'Look'
- Proximity control (moving towards pupil)
- Reminder of rules by teacher or pupil
- Reminder '*remember we are...*'
- Redirecting towards learning task.
- Distract tactic or change of seating

ii. Repeat above, include reminder and warning. e.g. - 'If you choose to continue... you are choosing to not achieve maximum golden time.' Reception/nursery 'If you choose to continue...you will go in time out.'

iii. Loss of golden time.

Maximum 5 minutes - situation dependent. There will be no whole class punishments of loss of golden time. Reception/nursery- Time out for up to five minutes (year group dependent). At this point in Nursery/Reception the time-out question card is used.

iv. Time in another class- time out. (C.T to record in Cpoms).

- This is for 5 minutes.
- When in other class children have a 'time out' question card to read and reflect on behaviour- use of restorative justice/reflective language and communication symbols
- At end of time children return and are welcomed back to class and refocused on task
- Pupil will need to repair damage on entry into classroom or at the end of the session.
- Please see appendix for systems if a child refuses to leave the class

v. Go to Phase Leader

Note of incident and consequence in recorded on CPOMS.

- Child will go to the Phase Leader for the remainder the session plus the next session (this may roll over to the following day if the inappropriate behaviour took place in session 3 of the day).
- The class teacher has a strong relationship with the family therefore any correspondence needed as a result of being sent to the Phase Leader should be made by class teacher (this may be a phone call or an informal conversation in the playground).
- If, as a result of correspondence with home, the Phase Leader needs to make a follow up call, they will.

vi. Go to Deputy Head / Headteacher. Consequence for behaviour decided and parent informed. (See section 5 'High Tarriff Children' below).

Incidents of violence within the classroom result in immediately being sent to Headteacher, Deputy or Senior Learning Mentor. (See 'Severe Clause' sub-heading below).

Notes:

This consequence pathway is displayed in the classroom but only the size of A4 paper. The sole purpose is to remind teachers/supply and pupils of the steps.

EYFS consequence pathway and rules can be found in appendix 2 and 3.

2.2 CONSEQUENCE PATHWAY IN THE PLAYGROUND

Always refer back to school rules:

1. Reminder referring to rules.
2. Reminder and warning 'If you choose to...you are choosing to go to the yellow spot'
3. Time on yellow spot. (The member of staff who sends the child to the yellow spot must speak to the child about their actions before letting them leave the spot).
4. (Key Stage 2) Playtime detention. This will be the result of rudeness, bad language, disrespect, or repeatedly being sent to yellow spot for negative behaviour during the same session. Incidences of this nature are communicated to E.Soudain who will make the decision whether the behaviour warrants a playtime detention and she will then record the incident on CPOMS.
5. (Key Stage 2) Lunchtime detention. This will be given only for physical violence and inappropriate touching. Incidences of this nature are communicated to E.Soudain who will make the decision whether the behaviour warrants a lunchtime detention and she will then record the incident on CPOMS.
6. (Key Stage 1) Incidents of violence in the playground will immediately be reported to the classroom teacher who will record the incident on CPOMS and inform parents by the end of the day. Any repeated incidents will be reported to the Key Stage Coordinator and an Individual Behaviour Plan will be implemented as required.

3. DETENTION PROCEDURES

3.1 Playtime detention (wet or dry) – Key Stage Two

Playtime detentions are given for prejudiced based incidents, rudeness, rough play, bad language etc. in the playground from either morning break or lunchtime.

At end of break, Elaine Soudain will write any detentions given on the board in the staffroom for staff to see.

Children who have a playtime detention will go to the Hub where the detention duty TA discusses the restorative justice cards with the children and possible ways to repair damage and strategies to avoid behaviour in the future.

If there are a number of children in detention the duty staff will prioritise those children who are not often in detention thereby hopefully 'nipping in the bud' any negative behaviour traits.

Children will sit on chairs (no one to sit on the floor or facing the wall).

3.2 Lunchtime detention (wet and dry) Key Stage Two

Lunchtime detentions are only given for violence or sexualised behaviour and can only be given by the Senior Learning Mentor, the Headteacher, Deputy Headteacher and Phase Leaders.

E. Soudain will investigate to see if a lunchtime detention is appropriate. If violent or sexualised behaviour is 'proved' they will be issued a lunchtime detention that will be carried out the next day (or on the same day if the incident occurred at playtime). E.Soudain will record the names of children receiving a lunchtime detention on the board in the staffroom with brief details of the incident. See **High Tarriff Children** section for extreme cases of violence.

The child goes to the Hub at 12.30pm and spends 25 minutes with the member of staff on duty and a reflect and repair sheet will be completed with the teacher on detention duty. After each offence the 'damage' will be repaired accordingly involving the victim and perpetrator in the Rainbow Room with a Learning Mentor. This will not take place during the detention but will be carried out at the earliest possible convenience. At 12.55pm the child goes to the canteen for their lunch and stays there until the end of the lunchtime session. If a child chooses not to attend their detention, they will be issued with a second one.

The rota for when teachers are on detention duty are handed out each half term and are displayed in the staffroom.

Elaine Soudain will contact home. She will ring the landline, the mobile, if no response she will leave a message and expect the parent/carer to return call.

3.3 Lunchtime procedures for violence - Key Stage One

- KS1: If a child is deliberately violent during the lunchtime they spend the remainder of the lunch break in the canteen. The class teacher is informed and message given to parents. Learning mentors are also informed and the incident is recorded so Key Stage Lead can log it on the CPOMS.
- If a child is deliberately violent at lunch time they will miss afternoon playtime and spent it outside the Rainbow room.
- EYFS: if a child is violent they stand by the wall for 5 minutes. If they repeat the behaviour during the same session, they walk around with the adult for 5

minutes. The class teacher is informed and the incident is recorded so Key Stage Lead can log incidents on the CPOMS.

- Any EYFS child that refuses the above consequences an individual plan is set up for that child.

4. ADDITIONAL COMMUNICATION

If you have a pupil who has had a challenging morning or is vulnerable for whatever reason, contact is to be made with Jo Vaughan (Lead MDS).

Learning Mentors will be on call throughout the lunchtime for any incidents that require urgent attention. They can be contacted by two-way radio, along with the Senior MDSA (Jo Vaughan) and members of SLT.

5. HIGH TARRIFF CHILDREN

If any child is ever involved in any incident involving the use of seriously abusive, or repeated disrespectful language, intentional violence, theft or vandalism they will automatically be sent to the Headteacher or SLT. The incident will be logged, parents will be informed and sanctions administered as appropriate including the possible implementation of a Behaviour Plan where necessary. Prejudiced based incidences will be recorded by the senior learning mentor (Elaine Soudain) in a separate file. In some cases, this may involve exclusion from school.

5.1 Sanctions

If pupils choose to respond in an inappropriate way, it will be explained to them that they are choosing for the following to happen:

1. Parents will be informed about the incident that took place.
2. Appropriate sanctions will be put in place; these could include: a session out of class; whole day out of class; parents / carers invited in to supervise session OR (for first severe incident) an Internal Offsite Exclusion at another primary school.
3. A '*Reflect and Repair*' meeting will take place between the perpetrator, victim and mediator the following morning. This will be the opportunity for the perpetrator and victim to reflect on the hurt that has been caused and subsequently repair the damage.
4. If there is a repeat of the incident, parents / carers will meet with the Headteacher and an Internal Offsite Exclusion at another primary school will be the consequence. The decision about this will be made in consultation with the Headteacher / Deputy Headteacher, Senior Learning Mentor and Phase Leader.

6.2 Lunch Bunch

Lunch Bunch is a provision for our more vulnerable KS1/KS2 children, which is facilitated by a LM and a member of SLT. Pupils that attend have been identified by staff as those that have difficulty making lunchtime a positive experience, for themselves and/or others. The children eat lunch and play together in a more structured environment which they respond positively to. Any adult can refer a child to lunch by submitting a referral form to the Senior Learning Mentor (Elaine Soudain).

In addition, should any child find morning playtimes difficult, an individualised program will be put in place through consultation with the class teacher, Senior Learning Mentor, phase lead and Inclusion Manager.

6.3 Exclusion

An exclusion may be given under the following circumstances.

1. Where a child commits an offence for which no other punishment could be deemed severe enough.
2. As a result of persistent and repeated misbehaviour which has not improved despite previous sanctions and parents have been alerted to a possible exclusion.
3. As an agreed consequence in a behaviour plan or contract.
4. In the first instance, an Internal Exclusion Off-site will take place

Exclusions can only be given by the Headteacher or (in their absence) Deputy. It is for the Head to decide how many days is appropriate. A first exclusion would normally be between 1 and 3 days.

6.4 Individual Behaviour Plans

When the positive reward and negative sanctions fail to provide the necessary support a child needs to help them develop the high standards of discipline we are striving for, the class teacher will liaise closely with the Senior Learning Mentor and Inclusion Manager and design an individual behaviour plan. This is designed to address the specific needs of that particular child. Parents will always be notified and included in this process. The behaviour plan will link to school rules and be focused towards positive behaviour outcomes that will support learning.

6.5 Behaviour Contracts

In cases where an individual behaviour plan does not have the effect of improving a child's behaviour, a formal behaviour contract may be introduced. This will be in consultation between the child's teacher, the learning mentor, the Headteacher and the child's parents/carers. The behaviour contract will link to school rules.

7. CPOMS

The following behaviour areas are logged in Bevendean Cpoms (this can be accessed on all school computers by double clicking the icon on the desktop). The following incidents are recorded by the following people:

- playtime detention – input by E.Soudain
- lunchtime detention – input by E.Soudain
- Incidences of bullying- input by E. Soudain
- Prejudiced based incidences- input by E. Soudain
- Golden time not earned – class teacher
- time out – input by class teacher/adult in charge of class
- Refusal to leave classroom – input by class teacher/adult in charge of class
- Pupil sent to KS lead log- input by KS lead
- Child protection, safeguarding, SEN and Welfare - adult dealing with incident
- Medical condition- adult dealing with incident (alert appropriate staff)

7. MONITORING

- Headteacher, Deputy, Phase Leads and ES to monitor behaviour as part of an on-going process.
- Children deemed to be emerging as high profile/vulnerable are discussed in a meeting between ES & class teacher. The learning mentor and KS lead may be asked to this meeting at this point if appropriate.
- Intervention put in place (see 5.4 and 5.5).

8. STAFF REFERRAL

CPOMS and the learning mentor referral/intervention system enables those children who are emerging as high tariff to be identified. However, if a class teacher feels they would benefit from additional support for a pupil in class or feel that a specific pupil may be in need of a provision map regarding behaviour, they are to discuss this with the learning mentor.

APPENDIX 1

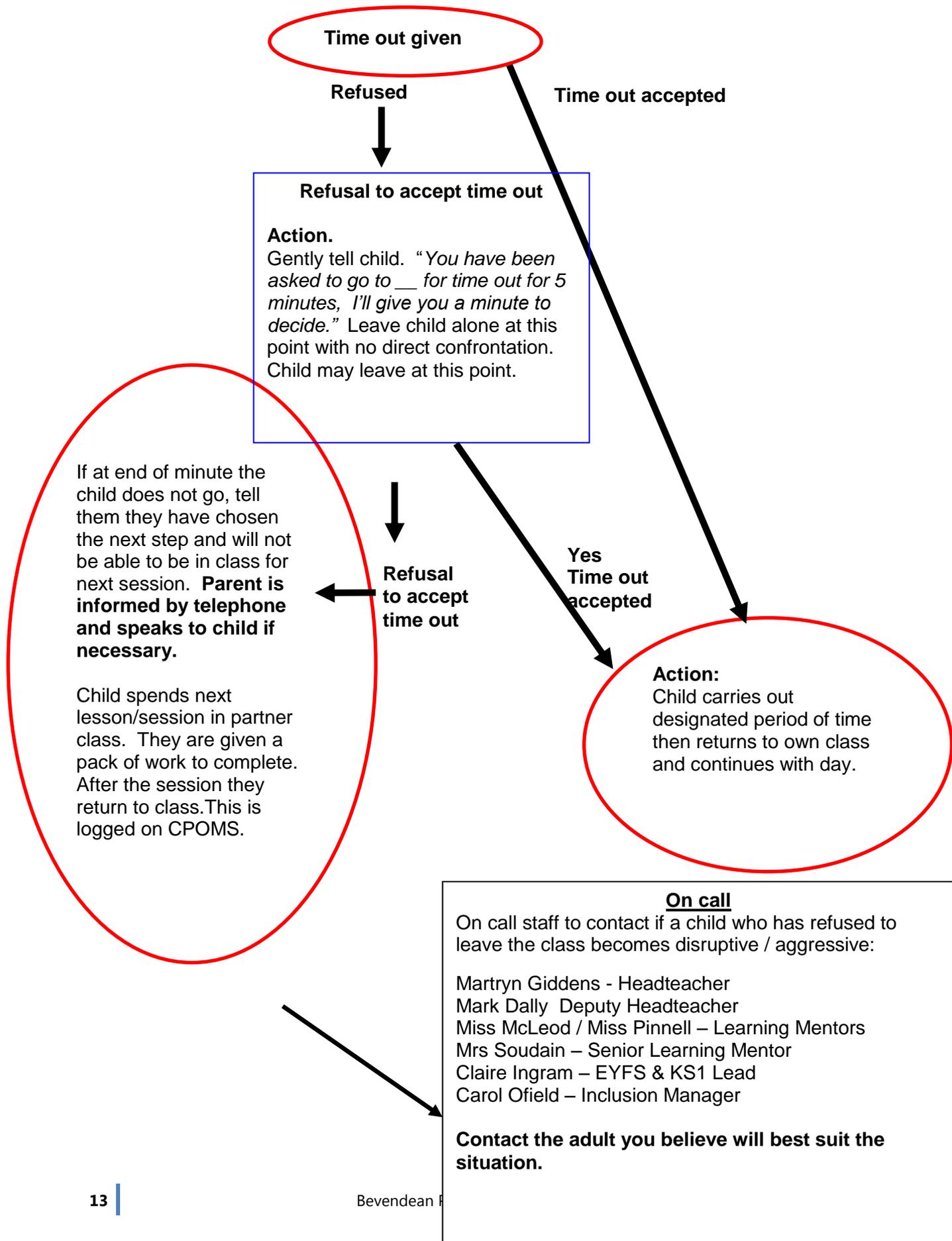
Our code of behaviour can be maintained through a structure of positive reinforcement known, easily understood and supported by all school adults, children and parents. Underlying the system of reward and sanctions there is a positive, preventative, whole school approach to potential problems. Some practical suggestions are:-

- ☺ Ensure all class lessons are well planned, meaningful and appropriate to individual learning needs.
- ☺ Be aware of potential challenges and group or organise accordingly.
- ☺ Ensure adequate supervision at all times and regularly check on those missing from lessons, e.g. visits to toilet.
- ☺ Help pupils experiencing challenge at an early stage, remembering the pastoral care role, which teachers undertake by virtue of being 'in loco parentis'.
- ☺ Think of a variety of strategies, e.g. non-verbal signals, verbal signals, proximity techniques, change of lesson strategy, distraction, re-grouping, humour to diffuse problems.
- ☺ Provide regular opportunities to ensure that pupils are challenged to reflect on their own and others' behaviour, e.g. circle and quality times, being particularly aware of the needs of quiet, timid children who may be afraid to speak out.
- ☺ Ensure that parents are fully aware of the policy and encourage them back up/support the school. All new parents receive a copy and further copies are available in the office.
- ☺ Recognise the 'collective' responsibility of all staff to enforce the policy, whenever and wherever required.

Our 'Anti-Bullying' Policy is closely linked to and supports the aims and objectives of the Behaviour Policy.

Appendix 2: What to do if a child refuses to leave the class for time out.

This exit plan is specifically designed for when a child refuses to leave the classroom. At each step the pupil is encouraged using language of choice, calm/scripted language and positive encouragement.



Appendix 3

Our Behaviour Policy in the Early Years Foundation Stage



In Nursery and Reception we are learning to follow the school's golden rules:

Our Golden Rules

-  • We are kind, gentle and helpful.
-  • We are polite, honest and treat others with respect.
-  • We move quietly and sensibly around our school.
-  • We take care of our school environment.
-  • We focus during lessons and help each other to learn.

If a child breaks a golden rule then these are the steps everyone follows:

1. We remind them of expected behaviour or diffuse the situation e.g. change of activity/seating.



2.If behaviour carries on then we give a warning 'If you choose to carry on ... you will go to 'time out'.'



3.If warning is not listened to then we place the child in 'time out' for 5 minutes. Afterwards we explain to the child what they have done and how it has affected others. They apologise and 'make it better'.



If a child has deliberately hurt another child we place them into 'time out' immediately. If the child leaves the 'time out area' they are placed back without comment.

4.On the rare occasion a child is being disruptive in 'Time out' then they do their 'time out' in another class.

5.For very serious incidents, the key stage co-ordinator will record what happened in a behaviour book and the parent will be informed.

If you have any questions please do not hesitate to talk to your child's teacher.



Appendix 4

Reception Classes Consequence Pathway

1. Reminder of classroom expectations
 - disapproval (verbal and non-verbal)
 - reminder of the rules
 - re-direct onto task
 - distract
 - change of seating.

2. Warning – ‘If you choose to carry on ... you will go to ‘time out’.’

3. ‘Time out’ in the time out area – 5 minutes.
(‘Yellow Spot’ if outside)
Go through the ‘time out’ questions.

4. ‘Time out’ in another class – 5 minutes.

5. Go to key stage co-ordinator. Parent to be informed.

If the child has deliberately hurt another child – ‘time out’ immediately.

If the child leaves the ‘time out’ area they are to be placed back without comment.