



Behaviour Policy

Adopted – November 2018

For review – November 2020

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12

This policy has at its core, the above quotation and reflects the need for fairness and forgiveness.

A culture of outstanding behaviour is rooted in the what can be seen as the minor, such as, uniform being worn correctly, sitting up and paying attention in class, ensuring the school is tidy and looked after, and always, always, thinking of others and the impact of our own actions upon them. These are things that children must be taught to do. With this, our expectations can only be high when lessons are stimulating, challenging and conducted in a supportive environment.

Our approach to Behaviour Management across the school is summarised by the chart in Appendix 1. This is clearly displayed in all areas of the school and is followed consistently by all adults working in the school. It roots our approach to behaviour management within our school ethos: Always treat others as you would like to be treated. It's primary aim is to promote excellent behaviour for learning across the school and to reward this in children.

Reward Systems

There is one whole school reward system and that is one based on a child's membership of one of four houses: Buzzards, Kestrels, Harriers and Ospreys. Positive behaviour is rewarded with house points .

Other forms of reward are used across the school as appropriate:

- public commendation from staff or peers.
- Individual/Group/Class target with whole class reward.
- Sharing Assembly.
- sharing success with another teacher and parents.
- annotations in workbooks to reflect success.
- stickers, smiley faces and positive comments written on work, or in Home-School Contact Books.

Class Rules

Our classes have Golden Rules, created and prioritized by themselves, through discussion and ballot. These are all based on the Behaviour Expectations of the whole school:

- Always treat others as you would like to be treated.
- Listen to adults.
- Do your best.
- Keep yourself and others safe,
- Be smart and tidy.

Within each class the year starts with a discussion of Class rules. Throughout the school these discussions are founded in concept of 'making the right choice' alongside the school's ethos around the Good Samaritan, and this is reinforced through the year. Below are some key points for class teachers and Teaching assistants to bear in mind:

- ensure children understand the 'rules'.
- be consistent in our approach.
- be fair.
- be firm and insist, when necessary.

- relate misbehaviour to agreed rules.
- reward good behaviour.
- communicate in a calm manner.
- make eye contact whenever possible.
- model and encourage forgiveness.

Consequences

The steps and consequences that will be taken for children not following our behaviour expectations are detailed in Appendix 1.

Sanctions in the Classroom

1. Staff start by using 'informal' methods to encourage child to behave in the expected way.
2. Formal warning given by member of staff, this enables the child to make a positive choice to correct their behaviour.
3. If behaviour continues the child is moved to a 'time out' zone within the classroom.
4. If the child continues to disrupt they will be sent to another classroom to complete their work there.
5. If a pattern of behaviour is emerging, members of staff will contact parents/carers in an appropriate way, and/or consult with a member of the school's leadership team.

Lunch and Break times Sanctions

If a child has an Individual Action Plan please follow this over the below. Remembering that SAFETY IS PARAMOUNT.

If a child is showing signs of misbehaviour, interaction with an adult can set them back on the right path.

If this is not successful then the following process will be followed, although a major misdemeanour can fast-track this system:

1. Formal Warning given by member of staff on duty.
2. After 2 warnings, "Time Out" is taken on a chair / bench in the playground. "Time Out" depends on the age of the child - a suggestion is one minute for every year of child's age, which will be timed by member of staff on duty.
3. Two "Time Outs" can be taken in any one session. But if pupil persists after this to disrupt the playtime, the third "Time Out" will take place **inside** where a reflective activity can be assigned.
4. If a pupil is consistently having "Time Out" sessions inside during playtimes, the member of staff should discuss him/her with the class teacher and then the Leadership Team.
5. If a pattern of behaviour is emerging, members of staff will contact parents/carers in an appropriate way. A formal meeting may be set up to discuss the way forward with this pupil - such incidences would be ones where the pupil was a danger to themselves, others or property, or causing such disruption as to disturb other children.

Where inappropriate behaviour at lunchtime becomes a health and safety issue, and all other measures have been tried and failed, **lunchtime debarment** would follow. This is not regarded as a school session and so exclusion at this time would be in the interest of the child and the rest of the pupils. Parents would be requested to collect their child at 12 noon and return them for the afternoon session at 1pm.

Fast track movement through this Sanctions System would happen if behaviours detailed in Appendix 1 are seen.

This could result in internal exclusion for half/whole day, and parents will be informed of this. If this becomes a regular pattern of behaviour, a formal meeting with parents will be held, and temporary exclusion may be resorted to.

Restorative Justice

When dealing with misbehaviour, please remember to follow the Restorative Justice process. This is particularly helpful when the children have fallen out with one another. This is centred around the following questions:

1. What happened?
2. What was it like before?
3. What has it been like since?
4. What would you like to happen?
5. Are you happy with the outcome?

Bullying

Bullying epitomizes all that Keevil School **IS NOT** and is a complete affront to our values. We follow the following guide: **S**everal **T**imes **O**n **P**urpose: **STOP**. Anything approaching bullying, in this framework should have been observed and dealt with before it gets to the 'STOP' level. If not, then the school will follow the processes detailed in our Anti-Bullying Policy.

Keevil CofE Academy Behaviour Management System				
<i>Always treat others as you would like to be treated</i>				
Behaviour for Learning	Behaviour Expectations	Warning	Stage 1	Stage 2
 <p>RESILIENCE I will have a go even if something is tricky. I will persevere if I don't succeed first time.</p> <p>TEAM WORK I will be kind and show respect to others, working together to achieve a goal.</p> <p>COMMUNICATION I will be confident and express my ideas and opinions.</p> <p>PROBLEM-SOLVING I will explain my knowledge and thoughts clearly.</p> <p>LEARNING I will think critically and evaluate, and try different approaches until I can solve a problem.</p> <p>DILIGENCE I will work independently and research to add to my knowledge.</p> <p>INDEPENDENCE I will keep myself and my things organised. I will think about what I need to do and do it without asking for help if I don't need it.</p>	 <p>Always treat others as you would like to be treated.</p> <p>Listen to adults.</p> <p>Do your best.</p> <p>Keep yourself and others safe.</p> <p>Be smart and tidy.</p>	 <p>Any disruption to learning. Inappropriate behaviour during playtime or lunch.</p> <p>For example:</p> <ul style="list-style-type: none"> • Calling out • Talking over an adult • Dishonesty • Shouting • Rudeness • Lack of respect for people and property • Refusing to do as asked • Sulking • Distracting others • Not following instructions • Running in the corridor • Not sitting properly • Rough play • Going somewhere without permission 	 <p>No response or ignoring warning. Repeated or persistent incidents.</p> <p>Straight to this stage for:</p> <ul style="list-style-type: none"> • Name calling • Using inappropriate language (but not directed at someone) • Lying • Running away • Play involving grabbing, pushing, pulling, or excessive force • Being intentionally offensive • Consequences of a melt-down 	 <p>No response or ignoring previous consequences. Repeated or persistent incidents.</p> <p>Straight to this stage for:</p> <ul style="list-style-type: none"> • Fighting • Stealing • Deliberately hurting another child • Putting other children at risk • Being verbally aggressive • Intentionally destroying or damaging property • Physical assault
<p>Rewards can include:</p> <ul style="list-style-type: none"> • Stickers • Housepoints • Other prizes 	<p>Verbal warning given by adult</p>	<p>Consequences can include:</p> <ul style="list-style-type: none"> • Time out in own classroom • Time out in another classroom • Losing some playtime • Losing some Golden Time 	<p>Member of SLT informed. Consequences can include:</p> <ul style="list-style-type: none"> • Longer period of time out • Contacting parents • Internal exclusion • External exclusion 	