

Broadwindsor Church of England V.C. Primary School

Behaviour Policy (including adjustments for Covid-19) – 21.9.20; Review Autumn term 2021

School Aims

Broadwindsor Church of England V.C. Primary School aims to provide an environment where everyone can flourish, secure and rooted in our Christian Values and enabled to grow academically, spiritually, emotionally and socially.

1. Introduction

This policy is a statement of the aims and principles for encouraging good behaviour and positive relationships at Broadwindsor Primary School.

2. Broadwindsor School Vision and Values

Vision Statement – Learning and Growing Together

Values – Our Christian Values are the soil in which we root and flourish. They come from Galatians 5:22-23, The Fruits of the Spirit. They are: Love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control.

3. Rationale

We believe that we should promote good behaviour by creating a happy, safe, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. Our school is a safe environment where children can flourish spiritually, academically, physically, emotionally and aesthetically.

We encourage pupils to learn and achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

4. Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To create a positive learning environment where children can work and play in harmony.

Covid

Adjustments have been made to our Behaviour Policy to ensure that additional measures are in place to help protect and keep safe our whole school community during the pandemic. It is particularly important that rules and expectations are adhered to for the safety of all. The addition of the rule 'follow instructions quickly' to the School Charter supports staff in ensuring that children are able to follow changing expectations, routines and procedures, such as hand

washing, the items that are brought into school, allocation of resources and use of particular areas. Individual class charters will also support need to protect and keep children safe through following instructions quickly and other age-appropriate rules. In the event that further additional measures need to be implemented, an addendum to this policy will be published.

5. School charter and Class Charters

The school council with the support of staff have developed the following School Charter:

We listen and follow instructions quickly# (patience and kindness)

We are kind, helpful and speak thoughtfully (kindness, generosity and self-control)

We respect and trust each other (faithfulness, peace, self-control and patience)

We are friendly and play fairly (kindness, peace, self-control)

We show forgiveness (peace and patience)

We do our best (self-control)

(The charter has been signposted by our Christian values which are displayed in brackets).

#In order to ensure the safety of all, it is important that instructions are followed consistently and quickly. This is particularly important during the pandemic, with uncertain times and the likelihood of changing arrangements

In addition to this Charter, all classes create a 'Class Charter' at the start of the year. This is written by the staff and children of the class and is displayed in the classroom. These charters will be revisited each half term and a review will take place with the class. All children agree to uphold their class charter and it is used as a teaching tool for good behaviour across the year. The rights and responsibilities will form a consistent part of our collective worship in classes and within whole school sessions.

6. Positive Behaviour Management

All adults at Broadwindsor School believe that forging good relationships with pupils is key to promoting positive behaviour management.

Pupils respond best when they are feeling secure and valued. They feel more secure when they know what is expected of them, and when these expectations are consistent. Therefore, staff and pupils at Broadwindsor Primary School work together to secure a clear understanding of behaviour expectations. Staff and pupils are encouraged to be clear about their roles and responsibilities for adhering to, and consistently applying the agreed policy for managing behaviour.

Discussions take place with children and staff about expectations, rewards and sanctions, in a calm and planned way. Rewards and sanctions are discussed and agreed by the whole school community and these are explicitly taught to the children. This is on-going and is taught whilst drawing up the class charter. We use specific and descriptive praise consistently to reinforce high expectations and appropriate behaviour.

High expectations of behaviour and good attitudes to learning are encouraged by the school stakeholders. Staff use praise when children meet the high expectations that we have at Broadwindsor School.

All staff will communicate with each other about behavioural incidents, especially at handover times after an activity, a playtime or lunchtime.

To promote positive behaviour management, staff will:

- Create attractive, tidy learning environments, ensuring that the learning space (e.g. classroom, sports hall, playground etc) is well organised. This enables children to develop independence, it allows them to move around freely and safely and it encourages them to look after property.
- Plan differentiated work carefully to cater for all needs and abilities, ensuring all the resources needed for the lesson are in place before the lesson starts.
- Develop, establish and promote calm, quiet and purposeful environments; they keep calm at all times and talk to children with respect.
- Establish caring professional relationships with pupils and are role models of the school values.
- Model effective and professional working relationships with all other adults in the school, based on the principles of treating others with respect, fairness and dignity. We believe this is important as our interactions should provide pupils with a template to aspire to emulate for all future relationships they encounter – including academic, professional and social.
- Make the School and Class Charters clear so that children feel secure with firm boundaries. Ensure that the children know the school's behaviour expectations and the consequences of making poor choices.
- Use the 'Good to be Green' approach across the school to help children understand the behaviour expectations required. See appendix 1 and 2.
- All children are placed in house teams. The school has four house teams of which the children are assigned to one of them. Any member of staff can give a child a house point token for good behaviour, showing the values in any way or showing efforts in their learning in anyway. Staff will write 'Hp' in the child's book when wanting to reward good written work. House points are totalled each week by house captains and winners announced each week in assembly. Pupils within the winning house will receive extra playtime. During the on-going pandemic, staff are avoiding writing in books and staff will not give physical tokens to pupils but will notify pupils verbally.
- Model positive language when setting behaviour expectations, 'say what you want to see,' for example, "Do listen", or "Walk smartly."

Rewards

In class

Verbal, thumbs up, facial expressions,
Stickers given out,
Whole class reward systems e.g. Staying in the Green
Class Dojo's (currently used in Thomas Hardy)

Peer praise

Positive Praise and Feedback in marking

Special mentions in assembly

Positive behaviour is promoted through P.H.S.E. as a class activity.

Sent to receive praise from other teachers.

Rewards attached to the 'Good to be Green' including entered into class draw each week. Extra chances are given each time the pupils stays in the green.

House points are given by staff in class these are collected in class jars

Around the school

Share exceptional work with other classes and staff

Praise from Headteacher

Positive Praise -Teachers/non-teaching staff can praise children in any situation, at any time.

Praise and sharing assemblies

House points are given by all staff to pupils to reward good behaviour. The winning house receive extra playtime.

Sanctions

STAGE ONE - Class Teacher

Minor incidents that occur both in and out of the classroom are dealt with through a range of behaviour management strategies. These may include:

Facial expressions and verbal feedback

Class/School Charter rule reminder: a positive reminder of the rule(s) that need to be adhered too.

Warnings

Loss of privileges such as short amount of playtime

Time to reflect with another adult

Other strategies which support child to understand shown behaviour is not acceptable - dependent on age and ability to regulate behaviour.

STAGE TWO – Class teacher and colleagues

More persistent behavioural concerns may require the support of colleagues. Strategies here may include:

Discussions with the child and advice given

Time working in another classroom*

Meeting with parents

Loss of privileges and break/lunch play

Behaviour chart/record

Time to think (reflection sheet completed by child and discussed with an adult).

Record added to Safeguarding Records

Other strategies which support child to understand shown behaviour is not acceptable - dependent on age and ability to regulate behaviour.

*child cannot be in another classes bubble currently due to Covid-19 pandemic. Staff will use spaces outside classroom within hall. Or provide outside spaces close to classroom but this will require supervision.

STAGE THREE - Parent and pupil interview with the Head teacher or other senior staff

If there is no improvement, despite the input of staff and parents, it will be necessary for the pupil and parents to meet with the head teacher. Record of this meeting is made with actions.

***Extreme or dangerous behaviour will be referred immediately to the Head teacher and the parents will be asked to attend a meeting as soon as possible. For example, purposeful physical or verbal abuse towards pupils or staff.**

Children may be placed on a daily behaviour plan which is completed by all staff working with the child and shared with parents.

Internal and external exclusion

Following a culmination of events or a serious incident the Head **may** decide to exclude a pupil internally or externally. Exclusions are only used as a last resort and will only be used in response to a serious breach or persistent breaches of the school's behaviour policy. The statutory guidance within the Sept 17 document 'Exclusion from maintained schools, academies and pupil referral units in England,' will be followed in the event of any exclusion. **Exclusion may be seen to be an appropriate course of action for the following reasons:**

- Persistent non-compliance with staff instructions
- Aggressive or violent behaviour towards children or adults
- Intentional racist or homophobic behaviour
- Intentional damage to school property

Internal exclusion - the pupil will be provided with work by their class teacher and will complete this in isolation from their class and under the supervision of a member of staff. Parents will be informed and invited to discuss the pupil's future behaviour.

External exclusion – this will be the final sanction, decided on by the Head. The Head will inform the Governors of his action. Parents will be informed and invited to discuss ways to address the behavioural concerns. All decisions regarding exclusions will be made by the Headteacher.

The above are general guidelines for the use of rewards and sanctions within the school. We do recognise that not all eventualities can be accounted for and that individual circumstances and needs should always be taken into account when dealing with pupils. However, adults should always ensure that their actions are fair and reasonable and that the reasons for decisions are made explicit to all those involved.

7. Playtimes and Lunchtimes

Playtimes and lunchtimes are closely monitored by teachers, teaching assistants and members of the Mid-Day Supervisors team who all follow the school behaviour policy.

Behaviour at playtimes and lunchtimes is expected to support an ethos where:

- The children have active and enjoyable playtimes and lunchtimes where they feel safe and are well cared for
- Incidents reported by the children are listened to and acted on
- The children are free to play in an environment that challenges poor behaviour and where any form of bullying or victimisation is unacceptable

Procedures for incidents at lunchtime



Yellow card: If child does not follow behaviour expectations, they will receive a **warning** in order for them to make the right choice.



Red Card: If child's behaviour persists then they will need **time out** from the rest of the children. On the playground, this will be on the bench. If it is in the Hall, then the child will be moved to a different table or part of the hall.

A time-out will be given without warning if the behaviour is deemed requiring this.

Once time out is given any further incident will need referral to the teaching staff.

Please record any incident that needs time out (Red Card) or referral to teacher on the recording sheet.

If a child receives a red card more than once in a week, they will miss a playtime/lunchtime and parents will be informed.

Playtimes and lunchtimes are closely monitored by teachers, teaching assistants and members of the Mid-Day Supervisors team who all follow the school behaviour policy.

8. Early Years and Foundation Stage

We aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our rules exist and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Once they are clear about what is expected of them they can move on to develop their own learning without any fears.

9. Behaviour Support

If a child has difficulties in making the right choices, then the school will consider an individual behaviour plan known as a PSP (Pastoral Support Plan). A Pastoral Support Plan is drawn up with the school, pupil and parents. It will outline what the difficulties are, and the strategies proposed by the school and parents, to help the child. The impact of the plan will be monitored and evaluated. Further advice may be sought from outside agencies if necessary. The school reserves the right to exclude a pupil for a short or longer period of time where negative behaviour has been severe and had a damaging impact on others.

10. Searching Children

The school has the right to search any child, with their consent, if we suspect that the child has something that goes against school rules. A search would only be undertaken with members of staff and where possible, parental consent would be sought beforehand.

11. Anti-Bullying

We believe bullying occurs when one or more children have the deliberate intention of hurting another child, either physically or emotionally, repeatedly. There is usually an imbalance of power and it results in pain and/or distress to one or more victims. Not all hurtful behaviour is bullying.

We define bullying as an intentionally hurtful and repeated experience. We recognise that bullying can take many forms, including verbal, physical, psychological and cyber.

Prevention of bullying is key in ensuring all children feel safe and ready to learn; bullying is challenged and discussed in lessons, including PSHE and Computing, as well as in assemblies.

Bullying behaviour is not tolerated at our school. Where bullying or bullying type behaviours are reported, staff will be alerted in order to increase monitoring of both or all children. We use a problem solving approach where children can be involved in finding solutions. Observations will be logged on My Concern to support monitoring of the situation. Additional ‘check ins’ will take place from different staff, including senior staff to support reporting of concerns and building of positive relationships with staff. Staff will be more readily available to intervene due to the additional monitoring. Children may be offered emotional support (ELSA) or other interventions to support team work, friendships and resilience. Our approach is detailed in our Anti-Bullying Policy. The school has introduced an Anti-Bullying Champion to ensure the profile and awareness of anti—bullying remains high. At Broadwindsor our anti-bullying champion is Mr Draper.

As appropriate, parents will be informed of concerns raised. Regular review will occur.

Any bullying occurring out of school will also be investigated in accordance with government recommendations.

12. Monitoring, Evaluation and Review

The Head Teacher and other staff monitor and evaluate the effectiveness of this policy. The governing body will review the policy in the autumn term 2020 in order to foster the very best climate for learning and playing in our school.

Appendix 1

Additional Information about behaviour management systems.

These systems are subject to change currently due to Covid-19 pandemic

Celebration of Successes in School

All staff reward good work, achievement and behaviour. Sometimes staff send a word or note to parents praising success. Children are sent to the Headteacher to share good work. Staff have a wide range of strategies to celebrate the success and achievement of the children

Suggested alterations: Staff email or phone parents rather than sending a note. Staff point out achievements to Headteacher on his walk around school and work can be shown by pupil outside classroom socially distanced.

Our whole school systems are as follows:-

House Points:

The children are placed into one of four 'Houses'

Points are awarded by adults in the school on a daily basis. Children put their own house points in class charts as they are awarded. House point tokens and the charts used are the same from Year 1 to Year 6.

House points are also celebrated in the Celebration Assembly each week. The total points awarded for each 'House' are announced in assembly and that house is recognised and celebrated. The children receive a reward. At the end of each half term, the winning House Team receives a team reward which is planned and organised by the staff within the school who are part of that team.

Current amendments: House points are verbally given by staff and staff put tokens into pots. Rewards given to House groups will be appropriate to school approaches to Covid-19 risk assessment.

Special Mentions (Merits):

This celebrates children's achievements on a weekly basis. Teachers nominate children for a special mention and provide a reason related to learning and/or behaviour in the special mention book. Special mentions are read out in weekly assembly and all achievement are recognised. Parents are invited to these assemblies.

Current amendments: Praise Collective Worship occurs by TEAMS and each staff member shares special mentions with whole school team by TEAMS. No Parents are allowed into school at the moment.

Good to be Green:

Those children who uphold class and school charter and remain in the 'green' will be given chance to win a prize in class raffles. The more days the child stays in the green the more chances they have in the class raffle.

In addition, those children who have been 'on green' for the whole of the half term will receive an additional playtime.

Good to be Green charts are displayed in each classroom and are used to monitor behaviour in each classroom.

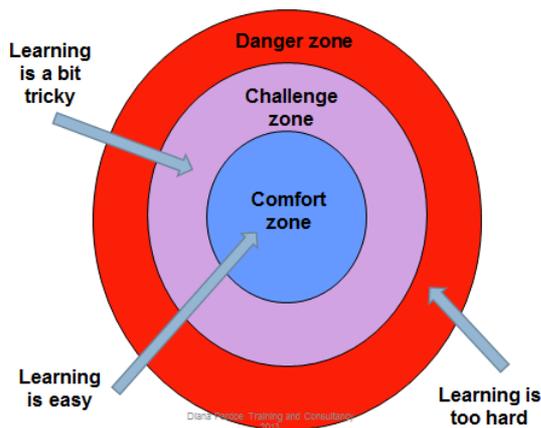
- For an initial warning, the child's card has a time to think card placed in front.

- When receiving a second warning, a child will receive a yellow card. With improved behaviour, this card can be rescinded.
- Further unacceptable behaviour is issued with a red card and a sanction such as playtime is missed.
- Children can receive a red card without the ‘warnings’ if warranted.

Current Amendments: Staff hand move cards on class board rather than pupils. Sanctions and Rewards are appropriate to school’s Covid-19 risk assessment.

Purple Learners

To support the children developing the necessary learning skills and attitudes a whole-school approach called ‘Purple Learners’ is used. This is based on research work by Di Pardoe, a well-known educationalist, which recognises that children learn best when they are challenged and that practice is vital to improve skill. Another important part of this way of thinking is learning from mistakes in a safe and supportive environment. Many of you will be able to share with your children times when you have learned under these situations. I certainly can remember many such experiences when learning to drive!



Purple learners will choose to put themselves in the challenge zone where learning isn’t too easy or too hard. These techniques have been widely used by sportsmen and women in their efforts to improve their performance.

Good purple learners display the following attributes and school actively encourage them:

- Persevere when things get tricky
- Tackle problems positively
- Think for myself before asking for support
- Learn from my mistakes
- Stay determined and focused
- Aim high and do the best I can!

Children will receive house points or in Year5/6 will gain ‘purple learning points’ to recognise these attributes being displayed.

