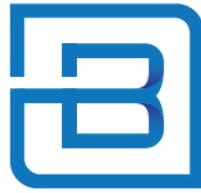




ASPIRATIONS



BOVINGTON

AN ASPIRATIONS ACADEMY

Policy for
Behaviour

Promoting Positive Behaviour

Date of last review:	September 2019	Review Period:	1 year
Date of next review:	September 2020	Owner:	Principal
Type of policy:	School	LAB or Trust Approved:	LAB

Bovington Academy

Behaviour Policy

Principle

We believe that teaching children in a way, which promotes high self-esteem, helps, promote good behaviour. The teacher has the right to teach; children have the right to learn.

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents / carers
- Classroom behaviour can change and that we as teachers and learning support assistants can assist children to manage their behaviour more effectively
- A child with problems is the school's problem not an individual teacher's problem

A school's capacity to secure improvement and maximise its potential is dependent on providing an environment in which every member:

- feels physically and emotionally safe and secure
- consistently demonstrates mutual understanding and respect
- shows appreciation for the contributions of others
- takes care of their physical surroundings
- learns together to achieve meaningful outcomes
- openly shares and communicates ideas, troubles, issues and suggestions
- shows confidence and self-reliance
- accepts personal responsibility and accountability for their attitudes and behaviour; and supports others during times of difficulty.

Aims

- For all children and staff to know and work within the Aspirations Academy Trust's Three Guiding Principles (Self-Worth, Engagement and Purpose) and the Eight Conditions (Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility and Confidence to Take Action).
- For all staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in behaviour and attitude to learning.
- For staff to raise the levels of children's self-esteem.
- To provide a broad, balanced and inclusive curriculum which is both interesting and relevant to learning in the 21st Century.
- To provide a varied range of teaching and learning styles to suit the needs of children.
- To provide attractive learning environments and high quality resources.
- To track children's progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

- ❑ To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child's physical, emotional and mental wellbeing.
- ❑ To consistently and fairly implement reward and sanctions systems.
- ❑ To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Behaviour Policy

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards

The central objective for our approach to behaviour management at Bovington Academy is the promotion of positive behaviour among **all** members of the school community.

Our purpose is

- ? to develop an awareness of the difference between appropriate and inappropriate behaviour
- ? to promote high expectations of, and maintain levels of good behaviour
- ? to provide a consistent approach in rewarding good behaviour and in responding to unacceptable behaviour
- ? to ensure that behaviour does not inhibit learning or impede potential
- ? to understand the importance of accepting responsibility for actions and behaviour
- ? to take care of the school's physical surroundings and personal property
- ? to make responsible and reasoned decisions and judgments

Managing and Promoting Positive Behaviour

Expectations of all staff and members of the Bovington Academy community:

- ? Display positive approaches to behaviour - praise and reward good, and sanction inappropriate behaviour **fairly**
- ? Display a **consistent** approach towards the management of pupil behaviour throughout the school
- ? Develop a close partnership with parents, carers and any relevant outside agencies which promotes open dialogue and a shared and **consistent** approach in developing strategies for dealing with problems
- ? **Consistently** model respectful and appropriate interactions and avoid the incorrect strategies that may have the effect of demeaning or humiliating a child e.g. use of sarcasm, shouting, publicly highlighting names for negative reasons
- ? Understand and demonstrate full responsibility with regard to duty of care and child protection management
- ? Communicate with the Pastoral / SLT when and where support is necessary
- ? Allow opportunities for children to discuss, reflect on and take responsibility for their actions and behaviour through counselling and mediation
- ? Demonstrate the clear, accessible and shared 3 school rules (Safe, Ready and Respect) which is reinforced through everything we do
- ? Provide a safe, secure and appropriate learning environment which is designed to enhance the delivery of the curriculum and a sense of wellbeing among all members of the school community
- ? As a team, understand that behaviour management is a responsibility of all members of the school community

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents / carers, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. (See 'Making good choices' section).

Children need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Behaviour Policy

Expectations of children

All children are expected to:

- Follow the classroom and the school rules
- Show respect, tolerance and good manners at all times
- Demonstrate a positive attitude to learning and to school
- Display a positive attitude and accepting attitude towards difference
- Act responsibly at all times and to admit to unacceptable behaviour when questioned
- Accept reasonable and appropriate sanctions / consequences
- Understand the need to apologise if needed and do so with good grace
- Walk quietly and calmly on the left hand side inside the school building at all times
- Share equipment and resources responsibly
- Look for the positive attributes within each other and each other's achievements

Expectations of all wider members of the school community

Parents/Carers

- Are expected to support children and staff through validating the school's rewards and consequences system
- Are expected to attend regular parent's consultation evenings
- Are expected to encourage their children to abide by and follow the school rules for the general wellbeing and good of all

Governors

- All governors are expected to support and oversee this policy
- All governors are expected to support and be involved in consultations regarding any exclusions

Our School Rules

At Bovington Academy, school rules are kept to an essential minimum and are included in our home/school agreement. There are 3 simple school rules that all behaviour is linked to:



They have been developed to be meaningful to children. None are too difficult. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents / carers and teachers work together through discussion and action on any problems, which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents / carers will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent / carer.

Behaviour Policy

Classroom Contracts

The classroom CONTRACT will build on and follow the school's 3 school rules.

At the start of every school year, each class teacher will lead the class in delivering a clear set of class rules and responsibilities as a CLASS CONTRACT. Each rule should be written as a positive statement (***e.g. rather than 'I will not...' they should start positively- 'I will... listen to my teacher and to other children when they are speaking'***) and each child and member of staff in the class should sign to show that they agree. This contract should be displayed prominently in the classroom and be referred back to regularly.

Making Good Choices- a whole school approach

To support the 3 school rules (**safe/ready / respect**) and in order to help children to recognise and understand how to make '**good choices**' the following 3 questions should be raised before, or whenever, any incident occurs:

1. Is/was it **safe**?
2. Is/was it **kind**?
3. Is/was it **necessary**?

If the answer to any or all of the questions is **no** then it would be a **bad choice**. Adults in school must always encourage and teach children to make the **right choice** by using this simple formula and discussing alternative choices.

Choices

When a 'bad choice' is made, the member of staff dealing with the situation must use their professional judgment and follow the schools recording processes and refer to either the Class Teacher, Phase Team Leader or if more serious consult with the Pastoral Team, or a member of the Senior Leadership Team.

These basic rules and pointers should be displayed in all classrooms and corridors and regularly verbalised by all members of the Bovington Academy community:

Our Listening Code

When I am asked for my attention I:

Stop what I am doing
Empty hands/stop fiddling
Look at the person speaking
Keep quiet and still
Listen to instructions

Our Line-up Code

When I am asked to line up I:

Walk to the end of the line &
Check my uniform is smart
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

- ❑ A 'no shouting' approach is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice (***i.e. in order to re-establish control in class, be heard on the playground etc.***)
- ❑ No child should ever be 'sent to the Principal' as a sanction, as there is no guarantee that the child will arrive or that the Principal will be available. If, in exceptional circumstances, a child needs to be removed from class (outside of normal time out procedures), send for the Pastoral Team / SLT.
- ❑ Should any physical intervention be required, it is vital that any such intervention be reported to and recorded by the adult involved.
- ❑ If a child should run out of school for whatever reason, staff should not overreact and must

never run after them. They may be placing a child in greater danger by doing so. The Principal should be informed immediately and lessons returned to normal as quickly as possible. In most cases, the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Principal or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

- ❓ If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents / carers and emergency contacts are unavailable, the police should be informed directly. Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

- ❓ Everyone should walk on the **left hand side** of the school corridors and stairs to avoid congestion and accidents. All movement in and around school should be purposeful and children should not be moving around school during lesson times unless necessary. Staff should see that all children are suitably supervised when moving around the school and should be walking whole classes and groups to and from their desired destinations. The expectation is silence moving to, during and moving from assembly for children and adults.
- ❓ Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated.
- ❓ Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as '**There you are, you can walk sensibly. Well done!**' and so on.
- ❓ If observed running with a total disregard for other people or displayed work, a warning may be issued, however, continue with positive reinforcement techniques (i.e. '**please walk**', rather than '**don't run**') and ensure that the child understands why this is an inappropriate way to move around the school and fixes any damage/ goes back and walks as per the school expectations.
- ❓ Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc. should be thanked and can be praised or rewarded with an Aspiration point linked to the observed behaviour (e.g. Belonging- showing that they are acting as a member of the Bovington Academy family would be expected to behave). This can then go in the relevant house points container.

Behaviour Policy

Rewards

The most effective reward is PRAISE. At Bovington Academy, we believe praise can support and motivate our children and should be given as regularly as possible. It should also be modelled at all times by all staff.

Whole school rewards are given out in Sense of Accomplishment Assemblies each Friday and these include:

Star of the Week Assembly: This will take place every Friday from 09:05 and be led by a member of SLT. Staff need to select two per class and advise the office the week before so they can send a message out to parent / carers to invite them into the assembly. All children to attend the assembly put it will be on a rotation basis between Year R, 1 / 2 and 3 (7 classes) children one week and Year 4, 5 and 6 (6 classes) the following week.

Pen Licence (year 3 upwards) and other awards.

Marvellous Me is a Year 1 – 6 initiative. This is an app, which parents can download onto their smart devices and have feedback about their child when they have done/achieved something, ranging from being kind and polite to working hard during learning time.

In addition, each class has a class reward that they are working together to achieve. The children collectively decide on the reward and it can be anything from a video and popcorn, to a party, or a special story time in PJs.

Houses

- ❑ The school is split into 4 houses (Anning: Blue, Barnes: Yellow, Hardy: Green and Raleigh: Red)
- ❑ There will be whole school competitions throughout the year where children will work within their Houses and earn points towards a prize.

Whole School Reward System: 'Aspiration Points'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Aspiration Points'.

As part of our Aspirations ethos, our children work within a curriculum which promotes the Three Guiding Principles:

- ❑ Self-Worth
- ❑ Engagement
- ❑ Purpose

When children show that they are working within these principles, they will be awarded an Aspiration Point. This will be a token that they are given to be put into the House Point containers near the school hall. The winning house each half term will be rewarded with 15 minutes extra play.

NB: Once an Aspiration Point has been awarded, it cannot be taken away!

Aspiration Points are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

An 'Aspiration Point' can be awarded by any staff member to any child at any time.

When awarding the Aspiration Point, the member of staff should reinforce the good behaviour and state/ask which of the three Principles it falls under e.g. **'You can have a Self-Worth Aspirations point for supporting your friend' / 'I would like to give you an Aspirations point for helping your friend, what do you think it should be for?'**

In Class

Every class has a Recognition board. This acknowledges children when they are showing behaviours that demonstrate they are ready for learning and are actively engaged. These are linked to our three rules. When a child demonstrates these behaviours, their names are added to the cloud. By the end of the day, we expect all children to have moved onto the Recognition Board. Classes may be focussing on a specific learning behaviour and this ensures everyone understands what it looks like.

Behaviour Policy

Good learning behaviours include:

- ❑ Listening well – Safe, Ready, Respect
- ❑ Following instructions in a timely manner - Safe, Ready, Respect
- ❑ Showing good engagement with the learning activities - Ready, Respect
- ❑ Completing tasks - Ready
- ❑ Taking responsibility for learning and behaviour (self-management) etc. - Safe, Ready, Respect

Sanctions

In the use of sanctions, children learn from experience to expect fair and consistently applied 'consequences' which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances (see the 'Troubled Children' section of this policy).

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- ❑ Provide clarity and consistency of suitable responses to behaviour choices.
- ❑ Teach children to take responsibility for their behaviour choices.
- ❑ Provide every opportunity for children to correct their own behaviour choices, make sensible choices and prevent further sanctions being applied.
- ❑ Minimise disruption to others, especially teaching and learning time.
- ❑ Allow early involvement of parents, line managers, SENDCo and support agencies.
- ❑ Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand **why** what they have done is not acceptable. It is imperative to separate the child from their choice: express your displeasure with the **action/behaviour** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

All adults must carefully use appropriate language when dealing with children who need to be sanctioned.

Staff should approach sanctioning in the following way:

- a. Class teachers should deal with all incidents primarily during break or lunchtime follow up with parents / carers after school, face to face or on the phone if necessary and then follow procedures as set out in this policy
- b. If the child is angry/ not ready to talk, give them cool down time at the Regulation Station table in the classroom- there is no point in trying to reason/discuss when the child is not ready/willing/able to.
- c. Remind the child of the 3 school rules (**Safe, Ready, Respect**) and ask them how their behaviour choice has impacted upon these rules.
- d. Ask the child the **3 simple choices questions (was is safe/kind/necessary?)**
- e. Use language such as 'acceptable' and 'unacceptable' **behaviour choices**.
- f. **Label the behaviour choice and not the child**, explain this clearly to the child that it is not them personally that you are querying but it is their actions/attitude and behaviours they have displayed, ask the child if they are sure about the differences of the two and help them understand this.
- g. Put the responsibility of the choice back on to the child to try to help them see the consequences of their actions- it is important to remember that there is always more than one side however, each child must understand the **impact of their own behaviour choices** in the situation.
- h. Enable a new start and approach to behaviour the following day.

- i. Do not allow children to argue with you /lead you into a heated or long debate and if needed, remind them who is the adult and who is the child.
- j. A firm voice and considered use of volume can be effective however, avoid shouting at the child. Sanctioning a child is much more effective when an adult is calm, very firm and insistent- shouting gives the message that you are not in control of the situation.
- k. If a situation proves too challenging to deal with at a class teacher level, seek the support of the Phase Leader, Pastoral Team or member of SLT available.

Sanctions Procedure

Children should be familiar with our procedures and **know what will happen next** if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the relevant behaviour flow chart should be referred to.

Behaviour Contracts

At Bovington Academy, we understand that all children can make bad choices whether it be on the playground, in the classroom or at home. We endeavour to ensure that every child that leaves our school has been equipped with the ability to understand how to make the best choices for themselves. Where appropriate, we use the approach of a Behaviour Contract to ensure that children are aware of what they need to do in order to fulfil their potential for their futures. A Behaviour Contract ensures that any child can be given the support and guidance to make the right choices via a target and faces system (see example below).

If a child is put onto a Behaviour Contract it should be recorded on the Behaviour Tracker by the Class Teacher and the Phase Team Leader informed. The parent(s) / carer (s) of the child put on a Behaviour Contract should be informed via a phone call home from the Class Teacher to explain the purpose of the Behaviour Contract and the expectations of the child in order to come off of the contract after a week. The reason for the child being put on the Behaviour Contract must be made clear to the parent / carer and how this process is designed to help the child to improve their own behaviour choices before anything becomes too serious. Parents / Carers must understand that this is a positive way of helping their child (not a negative chastisement!) and that their child's behaviour choices will be monitored and rewarded/sanctioned accordingly.

Behaviour Contracts provide a simple, yet effective way of monitoring behaviour for individuals who need additional support with making the right choices. It is a manageable, clear and consistent way for all teaching staff to ensure that they are aware of the expectations of the individual child. All teaching staff are expected to fill in the Behaviour Contract consistently (using the face system and numbering any targets not met during the session).

All children will have the same overarching main target (to achieve all smiley faces) and in order to achieve this, with their teacher, they will set themselves achievable success criteria– ideally no more than three and in line with our school's 3 rules (Safe, Ready, Respect).

If a Behaviour Contract needs to be amended from the master copy in the Behaviour Policy file (Shared Staff Google Drive) to reflect break and lunchtime targets, it is up to the teacher in charge to do so. These can be adapted to a weekly playtime/lunchtime report card if this would be more suitable for the individual child.

Behaviour Policy Steps for Sanctions

Low Level Behaviour

<p>Low Level Disruption is:</p> <p>Calling out Talking when adult / child is talking Not listening Shouting / Refusal Ignoring instructions / non-compliance Moving around the room without permission Other: talking in assembly, running around the school</p>	
<p>Use Normal Strategies</p> <p>Polite request, warnings (no more than two), repositioning, separating etc.</p>	
System	Script
1st Warning - in child's ear	<p>Use the agreed phrase, "This is your final warning. Do you understand?"</p> <p>Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.</p>
Allow take up time	
2nd Warning	<p>Time Out (In Class)</p> <p>Child sent to designated area of classroom e.g. Regulation Station.</p> <p>5-10 minutes (max) sitting alone in order to reflect, calm down etc. without causing disturbance</p> <p>If behaviour improves return to class seat (still on 2nd warning until the end of the day)</p>
<p>Consequence 1</p> <p>CT / LSA: Walk child to Hall/Library at play/lunch to complete reflection sheet and if relevant catch up on work missed (10 mins stay in)</p>	
<p>Consequence 2</p> <p><u>3 x Consequence 1</u> (monitored by CT who will then inform Phase Leader)</p> <p>Walk child to the studio at play/lunch to complete reflection sheet (20 mins stay in)</p> <p>CT: Invite parents in for a meeting to discuss behaviour along with Phase Leader</p>	
<p>Consequence 3</p> <p><u>3 x Consequence 2</u> (monitored by CT and Phase Leader who will then inform Vice Principal)</p> <p>CT / LSA: Walk child to the studio at play/lunch to complete reflection sheet (30 mins stay in) and complete work due to lost learning time.</p> <p>CT: Discussion with SENDCo / Consider involving different agencies</p> <p>CT: Invite parents in to meet with CT, Phase Leader and SENDCo (if relevant)</p>	
<p>Individual Behaviour Plan</p> <p>Completed by CT during meeting with parents (input from SENDCo prior to the meeting).</p> <p>Support strategies identified linking home/school rewards, earn privileges e.g. trips, events and risk assessments.</p>	
<p>Review</p> <p>Phase leader, CT and parents to meet after 1 week of generating Individual Behaviour Plan</p>	

Persistent Disruption 1

AP or VP, Phase leader, CT and parents meet.
Issue of behaviour card (age appropriate and personalised by CT and child).
Phase Leader to monitor daily and CT to feedback to parents daily

Behaviour Policy Steps for Sanctions

Serious Behaviour

Serious Behaviour is:

Low-level disruption and non-compliance on a daily basis (following previous chart) and in addition...

- | | |
|---|---|
| <ul style="list-style-type: none"> Absconding Aggression and Violence Damage to property Spitting | <ul style="list-style-type: none"> Bullying and Threatening Racism Swearing Biting Theft Homophobic Abuse |
|---|---|

Consequence 1 (Removal from class by Pastoral team or SLT)

Reflection sheet (60 mins stay in) and complete work due to lost learning time or
Possible Internal, Fixed Term or Permanent Exclusion. Dependant on incident.
Has this happened before?
Yes - go to Consequence 2

Individual Behaviour Plan

Completed by CT during meeting with parents (input from Inclusion team prior to the meeting) and
Phase Leader.
Support strategies identified linking home/school rewards, earn privileges e.g. trips, events and risk
assessments

Review

Phase Leader, CT and parents to meet after 1 week of generating Individual Behaviour Plan

Consequence 2

Internal, Fixed Term or Permanent Exclusion
Parents to be informed by VP or Principal. Meeting to follow with CT / Phase leader and VP and/or
Principal.
This will be monitored by SLT and be dependent on the behaviour.

Playground Behaviour

Low Level		Serious	
Running at line up time Talking during silent times Not listening Ignoring instructions / non-compliance Refusal		Aggression and Violence Damage to property Spitting Absconding Bullying and Threatening Racism Swearing Biting Homophobic Abuse GO TO CONSEQUENCE 1	
System	Script	System	Script
1st Warning - <i>in child's ear</i>	E.g. Are you being safe when running at line up? Refer back to rules		
Allow take up time			
2nd Warning	If you don't "xyz" you will need to "abc" e.g. miss playtime and do a reflection sheet	2nd Warning - repeat 1st warning and send another child to studio to inform SLT.	You can choose to stop "xyz" and play nicely or "abc" (abc is the distraction-go to studio to calm down)
Consequences to follow Low Level Behaviour. Adult to bring child to library or assigned classroom and explain what has happened.		Consequences to follow Serious Behaviour. Adult to bring child to studio and explain what has happened.	
KEY NOTES			
1. Children must walk out to play / lunch silently and be escorted by an adult, walking on the left of the corridor (SAFE) 2. Ensure you know what has happened e.g. when two children involved, if in doubt bring all children involved to the studio so we can investigate. Listen to children before making a judgement 3. Reflection sheets to be completed in Library with SLT / Pastoral Team 4. End of play/lunch: <ul style="list-style-type: none"> • Green flags waved to signal 5 minutes before the end of play / lunch • bell rings, children freeze • When all frozen, ring bell again, children walk to line • CT to be out 5 mins before end of play • CT to blow whistle and walk children silently back into school 			
A new half term means a new start and children will begin again on the flow chart.			

Before and After School Club

Low Level		Serious	
Running at line up time Talking during silent times Not listening Ignoring instructions / non-compliance Refusal		Aggression and Violence Damage to property Spitting Absconding Bullying and Threatening Racism Swearing Biting Homophobic Abuse GO TO CONSEQUENCE 1	
System	Script		
1st Warning - <i>in child's ear</i>	E.g. Are you being safe when running at line up? Refer back to rules		
Allow take up time			
2nd Warning	If you don't "xyz" you will need to "abc" e.g. miss part of your club and do a reflection sheet	2nd Warning - repeat 1st warning and send another child to studio to inform SLT.	You can choose to stop "xyz" and play nicely or "abc" (abc is the distraction-go to studio to calm down)
Consequence 1 Child to complete reflection sheet (Please leave a copy in office for SLT to log and monitor) Office to log reflection sheet.		Consequence 1 Child to complete reflection sheet (Please leave a copy in office for SLT to log and monitor) Child to be put into internal exclusion (near adult for ratio) collected immediately and Principal phoned if off site.	
Consequence 2 3 x Consequence 1 (monitored by SLT) Invite parents in to meet with VP and complete Individual Behaviour Plan review weekly with parent Office to log reflection sheet.		Consequence 2 2nd incident of serious behaviour would result in child unable to attend Before / After School Club.	
Consequence 3 3 x Consequence 2 (monitored by SLT) Chd unable to attend Before / After School Club			

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

EYFS Low Level Behaviour

<p>Low Level Disruption is: Use of unkind words and actions to others Talking when adult / child is talking consistently Not listening when they have already been asked to listen Shouting often/ Refusal/Non-compliance Other: talking in assembly, running around the school</p>	
System	Script
1st Warning - in child's ear	<p>E.g. Are you being (safe ready or respectful) Approach child calmly and with an open mind Get down to child's level acknowledge their feelings 'I can see you are angry/sad/upset/annoyed/hurting' Gather information 'What's the problem?' What can you do to turn this around? Agree together the action</p>
Allow take up time	
2nd Warning	<p>If you don't "xyz" you will need to "abc" e.g. miss some playtime, do a reflection sheet and talk to an adult about this. I wonder what we can do to solve the problem?' Remember to criticise the behaviour NOT the child) Be prepared to give follow up support - keep an eye out for what happens next through observation and give further support if required e.g. modelling language use a follow up 'Has that helped?', 'How do you feel now?', 'What could you do next time?'</p>
<p>Consequence 1 Walk child to the reflection area instantly after action (in the classroom) where reflection sheets are kept and feelings cards/zones of regulation emotion pictures are displayed..Get down to child's level acknowledge their feelings/actions 'I can see you are.... Why do you think you are here...What was it I didn't like seeing? After a discussion the child is then left to draw pictures whilst completing their reflection sheet.(5 mins use timer to help them reflect) Come back to child and get down to child's level acknowledge their feelings addressing the reflection sheet together. Store reflection sheet in class folder and photocopy one for parents to discuss after school.</p>	
<p>Consequence 2 3 x Consequence 1 10 mins (monitored by Class Teacher)</p>	
<p>Consequence 3 3 x Consequence 2 resulting in 15mins On the 3rd reflection of 10 mins invite parents in to meet with CT to discuss behaviour.</p>	
<p>Individual Behaviour Plan Completed during CT meeting with parents (input from Inclusion team prior to the meeting). Teacher to fill out a contract with parent.. Support strategies identified linking home/school rewards, earn privileges e.g. trips, events and risk assessments.</p>	
<p>Review VP/EYFS leader, CT and parents to meet after 1 week and review contract / Individual Behaviour Plan</p>	
<p>KEY NOTES Think about age related behaviour expectations and remember to take into account personal backgrounds, monitor the change of behaviour and speak to parents if you see this change. A reflection station in each classroom with feelings cards/faces and reflection sheets. Every half term the system will begin again and allow for children to take up reflection time to assess their behaviour.</p>	

EYFS Serious Behaviour

Serious Behaviour is: Low level disruption and non-compliance on a daily basis (following previous chart) and in addition...	
When Causing Danger to themselves or others for instance climbing fences -risk of safety Sporadic Aggression and Violence Damage to property Spitting	Bullying and Threatening Racism Swearing Theft
Consequence 1 (Removal from class by Pastoral Team or SLT) Has this happened before? No: Reflection sheet and discussion with Pastoral Team / SLT and CT at lunchtime Yes - go to Consequence 2	
Individual Behaviour Plan Completed during CT meeting with parents (input from Pastoral team prior to the meeting). Support strategies identified linking homeschool rewards, earn privileges e.g. trips, events and risk assessments	
Review VP, CT and parents to meet after 1 week of generating Individual Behaviour Plan	
Consequence 2 Internal, Fixed Term or Permanent Exclusion Parents to be informed by Principal / VP and EYFS Leader	
KEY NOTES: Every class should have a "helping hand". If a situation threatens the safety / wellbeing of children / staff, send a child to office for urgent assistance. They will contact Pastoral Team / SLT member on duty. Children should not be sent to work outside the classroom for behaviour. You may use a neighbouring class for a "kitkat". Every class MUST have an area for children to calm down and reflect "regulate" and a quiet work space in the classroom for children to choose to go to or others to be moved to Every half term the system will begin again and allow for children to take up reflection time to assess their behaviour.	

KEY NOTES:

Pastoral Team / SLT to be contacted via the office (use helping hand card and send another chd.). An internal exclusion will be put in place in the first instance with a meeting with CT, SLT and parents (following Serious Behaviour flowchart from consequence 2).

Recognition board - once achieved they can't be removed. Focus on a desirable learning behaviour and aim to get the whole class up by the end of the day. Even if a chd only does it once for a few seconds acknowledge their right choice.

A new half term means a new start and children will begin again on the flow chart.

EYFS Playground Behaviour

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, EHCP's and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents/ carers are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Home/School link books
- Behaviour Contracts
- Regular meetings/ phone calls home

Behaviour Targets:

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child. If clear targets cannot be identified - monitor and seek advice from the SENDCo
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either :

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- | | | |
|---|---|------------------------------------|
| <input type="checkbox"/> Humiliate | - | it breeds resentment |
| <input type="checkbox"/> Shout | - | it diminishes you |
| <input type="checkbox"/> Over react | - | the problem will grow |
| <input type="checkbox"/> Use blanket punishment | - | the innocent will resent you |
| <input type="checkbox"/> Over punish | - | never punish what you cannot prove |

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Behaviour Policy

Note

This policy has been written in line with the following guidance:

- DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff
- DfE Statutory Guidance on School Exclusions DfE School Discipline Regulations
- DfE Behaviour & Discipline in schools: Advice for Headteachers and School Staff