

Good Behaviour Policy



Policy Review: January 2020/**June 2020 COVID-19 (changes highlighted in red page 7)**

Date for next review: September 2020

Signed Head teacher:

Signed Chair of Governors:

Good Behaviour Policy

(Linked to Mental Health and Behaviour in Schools, DfE Nov 2018)

Yealmpton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Successful, confident, responsible citizens.' High expectations of self-discipline and respect for others and ourselves will lead to tolerance, courtesy and good citizenship. This can be fostered through the development of a practical understanding of tolerance, good citizenship and courtesy by having clear, consistent and equitable boundaries and a strong home/school partnership.

The law states 'the school behaviour policy aims to':

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete their assigned work (learning)."

This policy aims to support the school's implementation of the DfE's 'Mental Health and Behaviour in Schools', and helps us to recognise that mental health and well-being is becoming more prominent in schools today.

We at Yealmpton Primary School recognise the above statement and in addition aim for:

- All adults to have high expectations of behaviour and conduct.
- Children to be respectful towards each other and all adults within our school.
- Children to be self-disciplined and have high standards of behaviour.
- Zero tolerance of any form of bullying (see Anti-Bullying policy)
- A consistent approach across the school that relies on proactive approaches to behaviour management.
- A common and consistent use of language across the school when tackling unacceptable behaviour that supports staff wellbeing and nurtures positive relationships with ALL pupils.
- An absolute necessity for all staff to take a proactive leadership role in establishing and developing behaviour recovery in school (if/when needed).

Purpose of the behaviour policy:

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'poor choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their classrooms in the morning to welcome children
- Be in the classroom at the start of each session
- Always pick up on children who are failing to meet expectations

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school regularly

- Celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, notes home, certificates and stickers
- Ensure staff training needs are identified and met
- Use behaviour records (CPOMS) to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Raise any concerns at weekly SLT meetings

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and use positive language
- Demonstrate unconditional care and compassion

Children want teachers to:

- Recognise their positive behaviours
- Help them to learn and feel confident
- Be just and fair
- Have a sense of humour

Guidelines

- The whole school approach to behaviour management aims to ensure that every member of the school community including the children are fully aware of acceptable standards and inappropriate behaviour and the rewards and sanctions that must be consistently adhered to.
- Within the school community, all adults will encourage children to be polite, thoughtful of others, respectful and well behaved. Adults will model these behaviours to set an example and use assemblies and circle times to discuss acceptable behaviours. Catching someone ‘doing right’ is more effective than demonstrating with someone for ‘doing wrong’. (Well done .../I love the way you’re sitting)
- Although the premise for the management of behaviour is at all times positive, we recognise that there are behaviours that are unacceptable in our school and we will endeavour to use Behaviour Recovery strategies to support the actions of both the teacher and the pupil.
- We aim to use a reasonable tone of voice at all times, and work towards a culture of ‘no shouting’.
- We understand that 90% of our communicative intent is expressed through our facial muscles, gestures, eyes and eyebrows, body posture and speed of movement and voice.
- We aim to work with pupils in the mode of ‘as if’. This means that we staff interact with pupils ‘as if’ they will follow your request.
- We will follow the principles and guidelines for children in danger of Exclusion. The agreed principles and guidelines set down in the Local Authority Guidance on the decision to exclude will be followed in exceptional circumstances.

It is noteworthy that the Department for Education Behaviour and Discipline in Schools

“Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.”

Whole school expectations are to be displayed prominently in each classroom and referred to by the children and adults (including supply and trainee teachers). Children will be frequently

reminded of the high standards of behaviour expected during class and whole school assembly times.

Creating a Positive Culture and Ethos

Research and classroom experience have shown over and over that by using a minimum of a 3:1 praise ratio (i.e. 3 positive statements to 1 negative statement) a positive classroom ethos can be established. This also means that a positive dialogue is established with the class group.

Social versus Academic Feedback

It is vital to differentiate SOCIAL praise from ACADEMIC praise. Research shows that teachers naturally provide a 3:1 ratio for academic behaviour (curriculum: reading, writing, etc.), but a 1:3 ratio for social behaviour (3 negatives for every positive). This creates a negative group dynamic for social behaviour. This inadvertent action means that unwanted behaviour is reinforced by teacher attention: it is likely to be repeated. We recognise praise as a tool to bring about successful learning behaviours and supporting well-being. A reactive approach views the teacher as having no choice in needing to respond to unwanted behaviour, hence 1:3 negative ratio. A proactive approach intervenes in the cycle of unwanted behaviour by providing praise for wanted behaviour: 3 times the ratio of negative feedback. As long as the praise statement is genuine, sincere and specific, praise CANNOT be over-used. A British culture is likely to lead us not to praise at all, and it is especially difficult to consider using high frequency praise-but it is a professional tool to bring about successful learning. It's all about the learning !

As a whole school, we recognise that effective praise must contain 3 parts:

1. Use a child's name "David.... (gain **ATTENTION** and pause)
2. Show **APPROVAL**. "Well done/excellent (raise self-esteem) you're working hard (increased understanding and pause)
3. Give **FEEDBACK** "You've nearly finished your work/you ignored Jason and keep working or use non-verbal communication (nvc)

We understand that if the 'feedback' element is linked to positive classroom rules or specific instructions the classroom ethos will be positively enhanced.

Positive Request:

1. David
2. I need you to ... (the pupil has a clear understanding of what they need to do)
3. Thank you for...(expect co-operation by thanking them in advance)

Take-up Time (usually linked to a positive request)

1. John
2. I need you to start work (Allow the pupil to remain calm)
3. Thanks John (Allow them to 'choose' to comply)
4. Walk quietly away from the pupil.
5. Teacher to remain alert and unobtrusively watch them.

Defer Behaviour recovery Step/Consequence

1. Steven
2. I will talk to you later about your refusal to work (the deferred consequence allows you to continue teaching)
3. Thank you for ... (the pupil chooses to get back on task)

Rewarding Positive (appropriate) Behaviour

Rewards and celebration of good behaviour underpins our whole school approach to behaviour management. Our ethos reflects the importance we place upon everyone feeling good about themselves and seeing the potential of others. Self-esteem and self - confidence are central to how we all behave and interact with one another. *Through praise, rewards and celebration we endeavour to focus upon the positive aspects of behaviour.*

Inside school, lesson Times and at Playtimes

- Constant acknowledgement through verbal praise and non-verbal communication (nvc) of ‘getting it right’.
- Positive comments via phone, email, face to face discussion with parents or a note in a child’s home school link book.
- Stickers for immediate praise.
- Behaviour charts: teachers use clouds (gold, green, yellow and red) that are graded from excellent to unacceptable behaviour.
- Celebration Assembly will award weekly certificates linked to for good academic and social behaviours linked to Building Learning Power dispositions and capabilities (4 Rs) alongside the 5 Bees.
- Dojo points are awarded for positive learning attitudes and behaviours. These are awarded to children who are using the 5 Bee School Values and applying the four Building Learning Power characters (dispositions) and Building Learning Power Muscles (capabilities).
- The weekly Celebration assembly is also an opportunity for children to share with the school individual talents and successes gained from attending extra-curricular activities both in and outside of school.

Head teacher Certificates

At the end of Autumn Term, Spring Term and Summer Term the children will be awarded a certificate to reflect the amount of dojos they have collected. Each child’s dojos collectively contribute to a class dojo treat after noon; this happens once a half term if the whole class has collectively achieved 1000 dojo points. The points are cleared at the end of each large term.

Head teacher Certificates					
50 Dojos	100 Dojos	150 Dojos	200 Dojos	250 Dojos	300 Dojos
Dojo Award	Bronze Award	Silver Award	Gold Award	Platinum Award	Diamond Award

Afternoon Tea

Amazing learning will be recognised and celebrated each week through 2 children from each class being invited for afternoon tea with the Head teacher to share their learning with each other.

Year 6 Leaver Awards

These are awarded to individual Yr 6 children who are deemed to have made exemplary efforts in for example, Academic Achievement, Sporting Achievements or overall contribution to school life.

* These categories may change to appropriately reflect the cohort.

Lunchtime Hall

Good manners in the dining hall are recognised and praised by MTAs.

Amber: If a child needs reminding of school rules/expectations they will be asked to move tables. **Red:** If a child is being disruptive and stopping good table manners being used they will sit out of the hall to eat lunch for the rest of the week.

Dojo Points

The 4 Rs

The 5 Bs



Resilient Raccoon



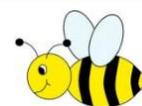
Resourceful Rabbit



Reflective Reindeer



Reliable Rhino



Be Fair
Be Kind
Be Positive Be
Respectful Be
Responsible

Behaviour Clouds

Rewards and Consequences

Gold Cloud

Exceptional learning and fantastic behaviour taking place.

You are focused and answering questions to show your knowledge and understanding about your learning

Take home a Good Behaviour Golden ticket

Show your great learning to the Head teacher for a sticker Dojo points

Class teacher stickers

Praise "well done!"

Green Cloud

You are focused and ready to learn!

You are listening well and completing your work.

Praise "well done!"

Sticker

Dojo points

Amber Cloud

You are off-task and need reminding of class rules and expectations.

Verbal reminders...

"I noticed you chose to... now it's your time to make a positive choice

2 dojos will be removed if your inappropriate behaviour continues.

You will need to speak to me at the end of the lesson...

Do you remember when...? (model of previous good behaviour)?

That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/I'm glad we had this conversation.

Red Cloud

You are being disruptive and stopping yourself and others from learning.

Your behaviour is inappropriate and not acceptable.

I noticed you chose to...(name noticed behaviour) You need to ...

Choices

- Go sit with another class for class for 10 minutes
- Go to the quiet area for 10 minutes
- Go to work on another table for rest of the lesson, etc. You need to speak to me at the end of your calm time and consider the choices you have made.

Time out of class will need to paid back during the nearest playtime after incident and 4 dojos will be lost.

You will remain on red for the rest of the day and we will contact your parents.

Amber or Red Restorative Follow up Discussion with children:

What happened?

What were you feeling at the time? What have you felt since?

How did this make people feel? Who has been affected?

What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction; it's the certainty that this follow up will take place that is important.

Amber and Red Inappropriate Learning Time Behaviour

If a child's behaviour is inappropriate and not conducive to learning the following will happen:

1. Non-verbal communication followed by a verbal warning, if necessary.
2. A 2nd verbal warning sees the child's name moved from the green to amber cloud on class behaviour chart. If the child starts to make 'good choices' they can be moved from amber to green at the end of the lesson.
3. Further inappropriate behaviour sees child's name moved from the amber to red cloud for remainder of the day and the child is moved to an area of the classroom to sit on their own.
4. If persistent disruption sees the child being asked to sit in another classroom, long enough for the child to calm down, consider their behaviour before returning to class in readiness to learn, in the shortest amount of time (10 minutes)
5. Rewards: Teachers and Teaching Assistants can award dojo points
6. Unwanted behaviour: Verbal warning from MTA / TA / teacher.
7. **Amber:** Follow amber consequences above.
8. **Red:** Continued disruptive behaviour child asked to go inside and wait outside the office to calm down for 10 minutes and a member of the Behaviour Team will speak to them afterwards to consider their actions. A member of the Behaviour Team will inform the class teacher and the name needs to be moved down a cloud in class and the class teacher will record on CPOMS. The class teacher will contact the parent at the end of the day if their child has been on red for the first time that week. The child remains on red for the rest of the day.
9. **Behaviour Lead will monitor CPOMS:** Several red incidents within a short space of time will result in a meeting with the parents, the class teacher, Behaviour Lead and Head teacher. Behaviour Lead will contact parents. A Behaviour Choice Chart agreed.
10. If the Behaviour Choice Chart remains effective support this will remain in place and reviewed at the end of each week to evaluate effectiveness in supporting 'Good Choices' being made.
11. If a 'Behaviour Choice Chart' review evaluates more support is required a 'Behaviour Plan' will be agreed between the Behaviour Lead, Class Teacher, Head teacher and parents.

“Any pupil who commits a serious and persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion”

Play and Lunchtimes

If children are unable to play appropriately at lunchtimes, the following will happen:

1. Rewards: MTAs/ TAs/ Teacher can award dojo points
2. Inappropriate behaviour: Verbal reminder from MTA / TA / teacher.
3. **Amber**: Continued inappropriate behaviour will result in child sitting on the bench by the MTA/ TA/ TCH for 5 minutes to calm down. Then member of staff will speak to them afterwards to consider their actions, e.g. "I noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to stand by me/stand by the wall. Thank you for listening."
4. **Red**: If disruptive behaviour continues or a child is inappropriate or using unsafe behaviour they will be asked to go inside and wait outside the office to calm down for 10 minutes and a member of the Behaviour Team will speak to them afterwards to consider their actions.
5. A member of the Behaviour Team will inform the class teacher and the name needs to be moved down a cloud in class and the class teacher will record on CPOMS. The class teacher will contact the parent at the end of the day if the 1st Red. The child remains on red for the rest of the day.
6. **Behaviour Lead will monitor CPOMS**: Several red incidents within a short space of time a meeting with the parents with the class teacher, Behaviour Lead and Head teacher. Behaviour Lead will contact parents. A Behaviour Choice Chart agreed.
7. DO NOT describe a child's behaviour to other adults in front of the child.

Sanctions

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Is consistently applied so all children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Behaviour Choice Charts

These will be used to support children with making positive behaviour choices. A child can earn a smiley face for each lesson, play time and lunch time. Charts are sent home at the end of the day and we would like parents to follow this up with their child at home. If the child receives a red on their behaviour choice chart, there will be a red cloud consequence. The success of the behaviour chart will be reviewed at the end of the week and a decision will be made that the support has been successful and to cease the chart/the chart needs to continue/ a behaviour plan needs to be implemented.

Behaviour Plan

This is a personalised plan that will be written with Behaviour Lead, SLT, Class teacher and parents to identify positive behaviours, current provision and any triggers. The plan will act as a supportive measure with clear consequences. The plan will be reviewed termly. If necessary, the behaviour support team will be contacted for further support.

Adult strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Behaviour Pathway

Verbal reminder Name

moved down Time out

in class

Time out to another classroom

Should you feel, using your professional judgement, a senior member of staff needs to be part of the follow-up/conversation then follow the guidelines below:

Sent to Senior Leadership Team member/Assistant Head teacher/Head teacher Parents phoned

Parents called to school

Internal seclusion Exclusion

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand the benefit of having positive relationships with children to help them feel safe, calm and manage their behaviour in school.

When dealing with an episode of extreme, unsafe behaviour trained staff will follow positive handling procedures.

This will only be used as a last resort by trained staff only. The school will record such behaviours on CPOMS and inform parents.

Exclusions

Exclusions will occur following extreme incidents at the discretion of the Head teacher. Fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day/ morning internal seclusion with a member of the SLT or Head teacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss. The school will follow the Devon Fixed Exclusion procedures. It is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the Head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, and during educational visits.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about the school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action-Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff
- If inappropriate behaviour affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science lessons but the same principles of promoting good behaviour through the policy will always apply.