



Behaviour Policy

This policy is designed to promote and maintain positive behaviour at Brayton C of E VC Primary School. At Brayton C of E Primary School we have a clear vision for learning inspired by excellence, enjoyment and strong Christian values.

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Signed (Chair of Committee)	<i>C. Callaghan</i>
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MISSION STATEMENT

Inspired by the words of Matthew : 5 “Let your light shine before others” Brayton C of E VC Primary School is a community dedicated to enabling each child to grow into the unique person God created them to be. Rooted in the Christian values of Forgiveness, Friendship, Trust, Compassion and Endurance our learning environment encourages and challenges everyone to fulfil their God given potential. We are committed to working with ever member of our school family so that ‘Together we Shine as One’

Aims

This policy is designed to promote and maintain positive behaviour. At Brayton C of E Primary School we have a clear vision for learning inspired by excellence, enjoyment and strong Christian values. Children's behaviour is central to the learning process and is an inherent element of education. The strong relationship between successful teaching and learning and a positive well-disciplined school atmosphere is patently obvious. Good behaviour and discipline are closely inter-related with the raising of individual achievements.

At our Christian school, good behaviour is rewarded and inappropriate behaviour dealt with using sanctions, but Christ's message of forgiveness is implicit in all we do.

Rules

Children feel happy and secure in an environment where there are clear expectations of good behaviour, with knowledge of the consequences of misbehaviour. For children to maximize their learning, there needs to be an atmosphere of control where the children know how to behave well towards each other, their teachers and parents. Our Christian values are intrinsic to the way in which behaviour is promoted and managed at Brayton. Our key values are closely affiliated with 5 whole school rules which set clear expectations based on positive conduct and learning behaviours:

-  Forgiveness: We *always* learn from our mistakes and forgive the mistakes of others
-  Trust: We *always* respect people and property
-  Compassion: We are *always* kind, considerate and polite
-  Endurance: We *always* give our best
-  Friendship: We *always* listen to and help each other

What We Expect

All of our children are expected to follow the school rules. We generate a positive culture where we look for opportunities to praise achievements and celebrate successes, particularly in recognition of our Christian values. We encourage **all** stakeholders to embody the rules and values positively, recognising their importance and positively promoting each one - hence uniting us a school and as a Christian community.

We expect children to make responsible choices about their behaviour whilst recognising that they need help to learn how to do this.

We expect **all** adults to act firmly and **consistently** across the school and to be aware of their vital role as models of behaviour.

We recognise the importance of partnership with parents and involve them in behaviour issues at an early stage.

We are flexible enough to look for a variety of strategies in those cases where children cannot conform to normally accepted forms of behaviour.

How we promote positive behaviour

- We have a supportive school with a Christian ethos. In order to make the most of this, we use a number of means within the school for rewarding and celebrating achievement and good behaviour. These are used consistently across the school so that children have a very clear understanding of the behaviour we expect.
- We promote 'reward-and-praise' rather than 'criticism-and-sanction'
- We promote a sense of community within the school, enriched by our Christian faith, with the aim of preparing children to become responsible citizens
- We provide interesting and well-prepared lessons that cater for individual need
- We celebrate the achievements, strengths and talents of all children

Management and Tracking of behaviour

In-class weather system

The 5 rules are displayed throughout the school so that they can be consistently referred to by all stakeholders. This is mainly done through positive reinforcement eg "You are trying really hard, showing fantastic endurance," but can also be used to refocus children who are not behaving well. We encourage children, as well as adults, to identify good behaviour in line with the rules.

We use a linear system to monitor behaviour on a daily basis:

Brayton C of E (VC) Primary School Weather System	
Positive Behaviour	Sanctions
<p style="text-align: center;">Sun</p> <p>All children start each day on the Sun There is a visual chart to display this in each classroom. All children following the school rules will remain on the Sun. Children can receive one verbal warning and remain on the Sun.</p>	<p>Rain</p> <p>Following one verbal warning; if the behaviour does not improve, he/she will be moved to Rain.</p> <p>If on Rain, the child loses 5 minutes of playtime which is tracked by a timer. The adult will use Restorative Practice questions to help address the behaviour. The conversation will focus around repairing the damage caused. <i>The child is then able to earn back their Sun status by modifying their behaviour and showing that they can make the right choices.</i></p>
<p>Stars</p> <p>Behaviour deemed worthy of “Star” status will be decided by the adult, using their professional judgement, but is broadly defined as “above and beyond” what is usually expected of the child.</p>	<p>Thunder</p> <p>After Rain is issued, if the negative behaviour continues or worsens, the child is then moved to Thunder. Class teachers will be responsible for informing parents on the day or as soon as possible after. The child is sent to a buddy classroom for 15 minutes, (if they are disruptive in that class, a member of the SLT will be alerted) The child then loses 15 mins of the next available break. Conversations around repairing the damage caused should take place as above.</p> <p>If a child damages school/another child’s property, physically hurts another child intentionally or with aggression, or uses inappropriate verbal language, he/she will automatically be placed on Thunder.</p>



Dear Parents and Carers,

Name has received this letter because of their fantastic attitude towards all aspects of school life over the past half term. We are extremely proud to be sending this letter and are sure you will feel the same about receiving it.

Below are some of the attributes that **name** has consistently displayed which directly link to our school rules and Christian values:

Always trying **his/her** best
Showing support, kindness and consideration towards everyone through **his/her** words and actions
Learning from mistakes and forgiving the mistakes of others
Speaking politely and truthfully
Showing respect to people and property
Challenging **him/her self**
Being enthusiastic
Being a good role model
Proving **him/her self trustworthy**
Making good choices

The traits displayed by **name** child are vital to the success of our school ethos, "Together We Shine As One," and we would like to congratulate them on this fantastic achievement. Please share the contents of this letter with **name** and ensure they know how valued they are!

From **class teacher** and all the staff and governors at Brayton C of E Primary School.



Each half-term, this letter will be printed on a different colour of paper so that children are motivated to collect all six letters throughout the year.

Rewarding Star behaviour

Once a week, parents are notified by text if their child has displayed Star behaviour. Every time the child's name is moved onto the stars, they will be given a raffle ticket which will be posted into a year group box in the hall. At the end of every half term, one name from each year group will be drawn and those children will be invited to a treat with the Head Teacher (eg, visiting the shop for a cake).

In addition, one child per week will receive "Star of the Week," in Friday's worship for excellent learning and/or conduct behaviour. They will receive a certificate and have their name displayed on the school's stars which hang in the entrance to school to publically celebrate their achievement.

Sanctions for Rain behaviour

This is defined as low level disruption, or breaking any of the school rules, following one verbal warning.

5 minutes of the next available playtime is lost where teachers will talk through the behaviour displayed and how to repair the damage caused by that behaviour. Restorative practice questions are used (Appendix 1). This will be recorded on the tracker and the child's name moved onto the rainclouds.

Sanctions for Thunder behaviour

This is defined as a more serious display of inappropriate behaviour. After Rain is issued, if the negative behaviour continues or worsens, the child is then moved to Thunder. The child is sent to a buddy classroom for 15 minutes, (if they are disruptive in that class, a member of the SLT will be alerted). The child then also loses 15 minutes of the next available break. Again, conversations around repairing the damage caused should take place using restorative practice questions.

A child will be immediately placed on Thunder for the damage of school/another child's property, physical abuse, bullying behaviours or serious verbal abuse.

Class teachers will be responsible for informing parents (via telephone or face to face conversation) of any child who has been placed on Thunder, on the day of the incident or as soon as possible thereafter. If any child should be placed on the Thunder cloud more than three times in any given school year, SLT will send a letter home which parents have to acknowledge.

If inappropriate behaviour continues beyond that, SLT will request a meeting with parents to look for a solution to the behaviours being displayed.

More serious cases of negative behaviour.

In the case of low level behaviours that are affecting learning, we work consistently within the systems outlined above for promoting positive behaviour. However, if children persist in low level disruption or show continued serious misbehaviour, for more serious problems we have a staged approach which is outlined below. Equally, children demonstrating serious misbehaviour will also be considered suitable for a more structured and personalised behaviour system.

A Staged Approach

Some behaviours are sufficiently serious to take children immediately outside of the 'normal' systems above.

For a 'regular offender' (a child who regularly is placed on Thunder) then a staged approach needs to be considered.

The stages aim to provide a clear outline of the sanctions and to ensure that everyone involved is aware of the exact procedures. The ultimate aim of a staged approach is to support the child to ensure his/her behaviour improves as quickly as possible.

A complete record of all of the stages will be kept in a folder. Once a child has entered Stage One then he/she will be given a personalised folder containing information and guidance relating to every stage of the policy.

Stage 1 – School Action - REPORT

Main Action – Report Card System: The child is placed 'on report'

A meeting is arranged to set targets for the child to work towards during his/her time on report. The targets need to be SMART. A teacher generating ideas for the targets should adopt the approach of *'What 2 or 3 changes to behaviour would make the biggest difference?'*

Every **morning session** and **afternoon session** will be recorded in relation to the achievement of the child's targets (this will be a simple tick/cross system).

There will be a space to provide additional comments if necessary. Comments relating to behaviour should be brief but succinct, clear and unambiguous.

The parents will receive the report card home daily but will meet with the teacher weekly to discuss their child's behaviour. The child will remain on report for a 2 week period and then this will be reviewed with the class teacher and parents. This is for a maximum of 8 weeks. Completed weekly report cards will remain at school within the child's folder.

Additional Actions to Support

- Discussion with SENCO/Headteacher
- The teacher is provided with a 'checklist' to ensure every strategy of support is considered
- Begin informal monitoring to identify areas of concern / possible causes/ appropriate targets
- Complete a 'Behaviour Assessment Profile'

- Parents informed by letter that behaviour is a cause for concern
- Parents discuss concerns and agree targets/support
- Access to extra-curricular/enrichment activity linked to improvement

Stage 2 –INTENSIVE SUPPORT

Main Action – Intensive Support

The child is placed on Intensive Support.

- A meeting is arranged to set targets for the child to work towards during his/her time on report.
- Every **session** (4 sessions per day) will be recorded in relation to the achievement of the child's targets (this will be a simple tick/cross system). This will include playtime/lunchtimes.
- There will be a space to provide additional comments if necessary.
- The parents will receive the report card home daily and will meet with the teacher daily to discuss their child's behaviour. The child will remain on report for a minimum of 2 weeks and a maximum of one half term. Further action will be taken if there is little or no improvement within this time.

Additional Actions to Support

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF.
- Adult support is placed in class/playtimes to support the child on a daily basis.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile' and compare with previous profiles.
- Parents / LEA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Intensive Support Meeting with parents/child.

- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.

Stage 3 - INTERNAL EXCLUSIONS

Main Action - Internal Exclusion

- Parents, Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activities.

Stage 4 - FIXED SHORT TERM EXCLUSION

Main Action - Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child's behaviour is tracked and parents are updated.

Stage 6 - FIXED LONG TERM EXCLUSION

Main Action -Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LEA Officer must be invited to attend but may not reinstate.
- Discipline Committee either re-instates or upholds the exclusion.

- Upon return to school or if reinstated child's behaviour is tracked for a minimum of eight weeks.

Stage 7 - PERMANENT EXCLUSION (Pupil Discipline Committee)

Main Action - Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either re-instates or upholds exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on a Behaviour Contract or Intensive Support for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

It is crucial to note that the Stage Behaviour Approach is for a very small minority of children who may simply need a more intensive and structured approach for a short period of time. The guidelines above help to provide clarification as to the process and structure of the system.

Restrictive Physical Intervention:

Restrictive Physical Intervention may only be used in the following circumstances:

- To prevent a child from harming his/herself
- To prevent a child from harming others
- To prevent damage to property.
- Prejudicing the maintenance of the good order and discipline of the school (of a teaching session or otherwise)

If physical restraint is used to control a child then the, Head teacher or Deputy Head teacher must be informed. All instances of restraint must be recorded on CPOMs (Child protection online monitoring system) by the class teacher and the SENCo must be alerted to the incident through CPOMs.

“Together we shine as one”