

Bournville Junior School

Behaviour Policy

SCHOOL CONTEXT

Bournville Junior School was founded in 1906 as the personal gift of George Cadbury to complete the village of Bournville. He specified that the School should provide education of the highest quality in an ethos which was forward looking and tolerant. We continue to cherish his vision and we are proud of the reputation the School has for high standards of achievement in teaching and learning and for providing a caring and purposeful environment in which the individual needs and abilities of each child are recognised.

AIMS

The aim of this policy is to set out the expectations of behaviour at Bournville Junior School. Everyone has a part to play in the promotion of high standards of behaviour for learning. Our staff and governors want to establish a clear and shared understanding between teachers, support staff, parents and children about the high standards of behaviour we expect at all times during the school day, how we encourage expected behaviour and what we do to discourage inappropriate behaviour.

At Bournville Junior School, children are inspired to develop a lifelong love of learning. We are passionate about offering challenge, fun and excitement within a caring and safe environment.

Policy aims:

- To provide an environment where children feel secure and happy in the knowledge that they are supported by a caring partnership between parents/carers, school staff and governors;
- To encourage our pupils to be self motivated and disciplined, to have high expectations of themselves, and take responsibility for their own behaviour;
- To nurture high self-esteem and to encourage pupils to take pride in their work, the school and achievements;
- To ensure that behaviour demonstrates respect for all members of the school community, and recognises the value and contributions of others.

PRINCIPLES

There are six principles upon which our behaviour policy is based:

- In partnership with parents, we have a responsibility to ensure that our pupils understand expectations for behaviour and have opportunities to celebrate positive behaviour;
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child;
- Pupils must reflect on their behaviour choices and take responsibility for their unacceptable behaviour;
- We encourage our pupils to feel that anything is possible, to approach all aspects of school with confidence, and to seize every opportunity to have a go;

- Through dedication and hard work, and by applying a 'growth mindset' approach to behaviour choices, all children can demonstrate behaviour in line with the school's high expectations;
- Every day is a new day.

BEHAVIOUR FOR LEARNING CHARACTERISTICS

We promote and celebrate these behaviours as we believe they are important facilitating excellent learning.

- To try new things
- To work hard and concentrate
- To challenge ourselves
- To be creative and imagine what if...
- To improve
- To understand others
- To be persistent and resilient
- To learn from mistakes

The school incorporates the British Values below throughout the curriculum:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

In addition, the following values and dispositions are covered in assemblies, classroom reflection and the RE/PSHE curriculum:

- Care and respect
- Fairness and integrity
- Co-operation and participation
- Responsibility
- Challenge and excellence

PROMOTING POSITIVE BEHAVIOUR

All adults in our school are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour for learning. We ensure that children experience success through their efforts and feel recognised as an individual.

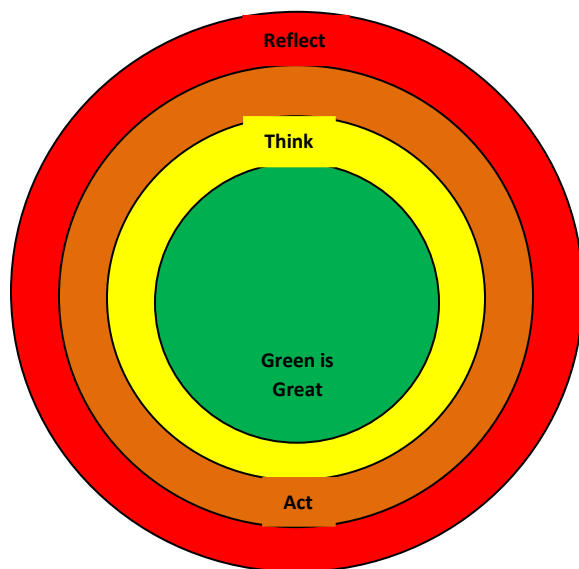
All adults in school lead by example and are good role models in their relationships and the way they talk to each other. This approach establishes a culture of understanding, respect and good manners.

Each class teacher may put together their own classroom rules collaboratively with their children at the start of the school year. These should be displayed prominently and referred to in support of positive classroom behaviours. These expectations are reviewed as appropriate so that children are

continually aware of their importance. Behaviour issues are discussed through regular circle times to ensure that children have strategies for dealing with different situations.

Classroom management and teaching strategies have an important impact on children's behaviour. Our classroom environments give clear messages to children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have an effect on the way children behave. Classrooms are organised to develop independence; they are arranged to aid accessibility and reduce uncertainty and disruption. Displays help to develop self-esteem and the benefit of hard work and perseverance.

Each classroom has a 4 stage 'behaviour for learning' target board, which is there to encourage pupils to take responsibility for their behaviour.



The largest area on the target board is the green zone, which is where all children start every day, and has the names of all children in it. Pupils know that by staying in the green zone, they are behaving in line with our high expectations.

All adults are able to reward positive learning behaviour in the following ways:

- Smiles, encouragement and verbal praise which is meaningful, specific and refers to behaviours for learning;
- Awarding house points;
- Being given an area of responsibility in the classroom or school;
- Referral to another member of staff for praise, e.g. Head of Year, Assistant Head Teacher, Deputy Head Teacher, Head Teacher;
- Conversation at the end of the day or phone call home to parents/carers to share good news;
- Presentation of a 'Celebration Certificate' at the weekly celebration assembly in recognition of positive behaviour and attitudes towards learning;
- Postcard home – to include the reason from the class teacher and endorsed by a member of the leadership team.

In addition, pupils have the opportunity to be invited to a monthly 'Tea Party' with the head teacher in recognition of their progress or achievement of the monthly value or disposition.

DEALING WITH UNACCEPTABLE BEHAVIOUR

We understand that children may make inappropriate choices for various reasons. Adults use a wide range of strategies to ensure that children's behaviour does not impact negatively on their learning or the learning of others. These include a wide variety of low level intervention strategies:

- De-escalation strategies;
- Check for understanding of the task/instruction;
- Non-verbal signals;
- Verbal reminder of class rules;
- Description of reality;
- Close adult proximity;
- Staff being calm and respectful when faced with inappropriate behaviour. This reduces conflict and sets a positive model.

In the initial stages, one of the above strategies is often all that is required to re-engage the pupil in their learning.

If the inappropriate behaviour continues, the pupil's name will be moved to the yellow zone on the target board. There is no consequence for being in yellow, and the pupil will be encouraged to make the positive behaviour choices. When this occurs, the pupil's name will be moved back to the green zone.

If the inappropriate behaviour choices continue, the pupil's name will be moved to the amber zone. This will result in being sent to Head of Year for 5 minutes. Any child sent to Head of Year will have their name recorded in Head of Year's behaviour book, and the class teacher will also record the 'time out' in their class behaviour book.

Very occasionally, pupils choose to ignore the warning and continue to behave inappropriately. When this happens, the pupil's name will be moved to the red zone.

The consequence for being in the red zone will be to spend the next morning break or part of lunch time with a member of senior management. This time will be spent reflecting on the inappropriate behaviour and what can be done to change it in the future, using prompt questions, such as: How did you make other people feel? Is there anything you wish you had done differently? What can you do to put it right? Is there anything we can help you with so that it doesn't happen again? A record of these discussions will be kept in the behaviour book held in the IT suite, where reflection is carried out. Once a pupil has been sent to reflection three times in a half-term, parents will be requested to attend a meeting at school with the Behaviour Co-ordinator and child's class teacher.

INAPPROPRIATE BEHAVIOUR OF A SERIOUS NATURE

Serious issues will be referred initially to the relevant Head of Year. Dependent on the incident, the Head of Year will either deal with the incident personally or decide whether it needs to be escalated to the Assistant Head Teacher, Behaviour Co-ordinator or Deputy Head Teacher for appropriate action.

Below is a list of behaviours which are deemed to be of a serious nature: -

- Physical aggressive behaviour, e.g. hitting, kicking, fighting or spitting.
- Inappropriate language (hurtful, racial, sexual, swearing).
- Damaging property, de-facing or using graffiti.
- Bullying.
- Prolonged low level disruptive behaviour.
- Defiance in following an instruction or carrying out a consequence, e.g. not going to 'time out'.

For any incident, where urgent adult assistance is required, the teacher will send a child with the classroom 'red hand' to the school office. They will locate a member of the senior leadership team to deal with the situation.

In the above situations, the child's parents or carers will be notified by the member of staff dealing with the incident. Full details of the incident must be recorded in the relevant behaviour book (and will include date, time, A – antecedent, B – behaviour and C – consequence). The class teacher must be notified of the incident and outcome so that any follow up action can be monitored by them.

Fixed term and permanent exclusions may be used when other strategies and sanctions have not been effective over time or when there has been a single, serious breach of discipline. Only the head teacher can exclude a pupil from school.

If physical positive handling intervention (Team Teach) by staff is necessary, the school will follow the Local Authority guidelines and DfE Guidance. Parents or carers will be informed immediately.

ROLES AND RESPONSIBILITIES

CLASS TEACHERS AND SUPPORT STAFF

It is the responsibility of all adults to ensure that the school and classroom codes of conduct are adopted in their classroom, and that the children behave in a responsible manner at all times, including when moving around school. Any unacceptable behaviour should be dealt with in line with the guidelines in this policy and consequences should be followed through consistently.

Teaching Assistants, lunchtime supervisors and other adults working in school should follow the procedures in the behaviour policy with the children they work with. They must keep the class teacher informed of any incidents that occur during whole class, small group or lunchtimes.

The class teacher will contact a parent if there are ongoing concerns about the behaviour of a child in their class. It is also the responsibility of the class teacher to inform relevant staff if they need to follow through sanctions or provide feedback on any behaviour targets. Heads of Year must be kept

informed and involved in the progress of children about whom there are ongoing behaviour concerns.

LEARNING MENTOR

Individual children (in consultation with Head of Year) may be referred to the Learning Mentor, who will work with them on a proactive basis, either individually or in small groups.

CHILDREN'S RESPONSIBILITIES

Children are expected to follow the school and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community.

The School Council will play an important role in communicating and reviewing different aspects of the behaviour policy.

Toilet Areas

- Children are encouraged to use the toilets properly and wash their hands;
- It must be reinforced that the toilets are not play areas and that the children should not linger or play there;
- Food must not be taken into the toilets;
- Any evidence of misuse or damage must be reported immediately to the pupil's class teacher, Head of Year or senior lunchtime supervisor, dependent on the nature of the incident.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

Our partnership with parents is highly valued and parents are encouraged to take an active part in the life of the school.

Parents and carers will be expected to:

- Carry out their part of our Home/School Agreement (Bournville Promise);
- Work in partnership with the school to encourage respect and care for others;
- Support the school's policy on rewards and sanctions;
- Attend meetings with teachers and other staff to discuss their child when necessary;
- Support the school by developing an understanding of positive behaviour for learning and reinforcing its importance to their child.

SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Just as some children need additional support for their learning, some will require additional support to develop positive learning behaviours. For these children, the whole school rewards and consequences system may not be appropriate, and a personalised approach will be necessary in order to support them in developing the ability to regulate their behaviour.

They may have personalised behaviour targets which have been agreed between pupil, school staff and parents. In addition, they may have a report card which requires them to ask an adult to comment on their behaviour choices at the end of every lesson or play/lunchtime. The class teacher is responsible for agreeing and monitoring progress against targets, creating a pupil profile and report card. The Behaviour Co-ordinator will provide support for this process where deemed necessary.

The support of outside agencies, such as educational psychologist or family support worker, will be sought where appropriate, in addition to individualised work with the school's learning mentor.

PLAYTIMES AND LUNCHTIMES

At play and lunchtimes, we aim to provide a range of activities to engage children in positive play with their peers. This includes a timetabled programme of activities such as football and table tennis, as well as lunchtime clubs, such as running club. Play equipment is provided for all children to access on the playground, supported by the school's trained play leaders and a team of year 5 play leaders. A supervised indoors games club is also held each lunchtime in the school hall.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and recognition. Lunchtime supervisors are encouraged to hand out green tokens to children for exceptional behaviour. They will write the reason for the praise, hand it to the child to pass onto their class teacher, who will then award them house points.

If friendship issues arise between children, our year 5 peer mediators are on duty every play and lunchtime to assist the children in resolving these conflicts. If the peer mediators are not able to deal with the issue themselves, they will refer it onto the Learning Mentor or Assistant Learning Mentor.

All staff on duty are expected to be vigilant at playtimes and lunchtimes, and position themselves appropriately in the playground. They must deal with any issues of inappropriate behaviour which they observe or which may be brought to their attention. Any incidents of inappropriate behaviour at lunchtime must be recorded in the lunchtime behaviour book by the person who has dealt with the issue. Teaching and support staff will address lunchtime behaviour incidents in line with the procedures described in this policy.

Serious incidents will be promptly passed onto the senior lunchtime supervisor who will make the decision whether the issue needs to be referred on to a member of senior management. In the case where instances of unacceptable behaviour continue at lunchtimes, in spite of strategies put in place, a pupil may be excluded from lunchtimes for a fixed period of time. Parents or carers will be required to collect their child at 12.10pm and return them promptly at 1.15pm for afternoon lessons.

At the end of playtime and lunchtime, teaching and support staff must be in the playground promptly at 10.45am and 1.15pm to ensure that their class is lined up and ready to walk into school in an orderly manner. Any lunchtime supervisor who has dealt with an incident involving a pupil will at this point inform the class teacher.

PROCEDURES FOR EVALUATION AND REVIEW

Behaviour in school will be monitored by the Behaviour Co-ordinator through reflection sheets, class and leadership behaviour books and the lunchtime incident book.

The class teachers monitor and record the behaviour of their own class on an ongoing daily basis in their class behaviour book, using the standard ABC format (Antecedent – Behaviour –Consequences). Any serious incidents are recorded promptly in the behaviour book of the member of staff who dealt with the incident.

Monitoring, review and evaluation is built into the annual school self-review cycle. Key sources of evidence for this policy include: -

- Incidents of bullying, racism and other aggressive behaviour
- Informal and formal observations in all areas of the school
- Pupil questionnaires and interviews
- Parent opinion
- Staff opinion
- Statistical data of rewards and sanctions

Policy Review

This policy is reviewed every 2 years, although it may be reviewed earlier if school practice changes.

Reviewed and agreed by Bournville Junior School Governing Body: January 2016

Written by: Karen Spinks, Behaviour Co-ordinator

To be reviewed: Spring Term 2018

Refer also to the following policies :-

Special Educational Needs and Disability Policy

Anti-bullying Policy

Citizenship Policy

PSHE Policy

School Development Plan

Positive Handling Policy

Safeguarding Policy

Values and Dispositions

POSITIVE BEHAVIOUR FOR LEARNING TO LOOK OUT FOR

- To try new things
- To work hard and concentrate
- To challenge ourselves
- To be creative and imagine what if...
- To improve
- To understand others
- To be persistent and resilient
- To learn from mistakes

SUMO – Stop Understand Move On

SUMO helps develop skills for life and encourages pupils to develop emotional literacy that will help them deal with the challenges of the future. The way in which SUMO can help is summarised in the acronym **CRAMS**.

C – How to accept and manage **CHANGE** in our lives and how to build and maintain **CONFIDENCE** to deal with challenges in life.

R – Building better and lasting **RELATIONSHIPS** with our families and friends.

A – Developing a resilient **ATTITUDE** to life and learning to deal with setbacks.

M – Improve and maintain **MOTIVATION** for ourselves and those around us.

S – Learning to cope with **STRESS** and turning stressful situations into positive ones.

UNACCEPTABLE BEHAVIOURS TO ADDRESS (refer to main body of policy for behaviours which are serious in nature)

The following are examples of unacceptable behaviour which justify an outward move on the classroom target board (onto a different colour) in line with the sanctions in the behaviour policy.

- Shouting out in class;
- Talking whilst the teacher is talking;
- Pushing others and rough play
- Play fighting
- Rudeness
- Name calling
- Being cheeky
- Answering an adult back
- Lack of co-operation with peers
- Refusal to follow adult instructions
- Hindering other children from learning
- Lying
- Questioning an adult's authority
- Running in the school building
- Talking during assembly
- Avoiding tasks / time wasting
- Spoiling other children's games
- Mis-treating school or other children's property

Bournville Junior School Reflection Sheet

Name:

Class:

Date:

This is what happened:

This is how I made other people feel:

This is how it made me feel:

This is what I should have done:

This is what I am going to do to make things better:

This is what I will do the next time this situation arises:

Signed by pupil:

Signed by teacher on duty: