

## Behaviour Policy

Version 1.2

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1-09-15	13-9-15
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## **Vision and Aims**

### **Our Foundation**

Our academy is a Voluntary Controlled Church of England Academy.

As such we have a Trust Deed (1834) which requires the, “education of poor children as closely as possible according to the system adopted and recommended by the Central National School”.

This organisation is today the National Society, whose aim is for Church of England schools to have a distinctive identity and ethos, where the development of social, spiritual and emotional intelligence is as important as academic achievement.

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.” (Valuing All God’s Children, May 2014)

The academy’s Christian foundation is therefore central to our work and is summed up in our motto:

**Together We Shine Brightly**

### **Our Vision**

At Dursley Church of England Primary Academy we are proud to serve. We are passionate about working with children, families and communities and aim to offer the very highest quality education for every child.

At the heart of everything we do is a belief that everyone is unique, everyone is valued and everyone is loved. *‘This is my commandment, that you love one another as I have loved you.’ John 15:12*

Our vision is:

**To provide the highest quality education in the context of Christian belief and practice.**

### **Our Values**

We believe that the academy is a truly special place and our shared values are central to this. As a Church of England Academy we identify values that are rooted within Christian teaching, whilst recognising that these are also important to other faiths, cultures and those of no faith within our community. These Values underpin the whole of our community and inform our school’s vision, aims and ethos, the design of our curriculum, all policies, planning and the school’s management and governance. Our Christian Values are:

**Perseverance, Responsibility, Thankfulness, Forgiveness, Respect, Friendship**

The aims of the behaviour policy in supporting this vision are:

1. To foster a positive, caring, warm environment, in which all children can reach their full potential and enhance their self-esteem.
2. To develop positive relationships between all children and adults based on mutual respect, and to create support between home and Academy.
3. To raise awareness of desired standards of behaviour by highlighting and rewarding examples of good behaviour.
4. To foster a caring, calm and concerned environment in which each person responds sensitively to the needs of others.
5. To act as guidelines for all present and future members of teaching and non-teaching staff, parents and pupils, by setting out what we mean by good behaviour; and how we discourage inappropriate behaviour.

## **THE BENEFITS OF GOOD SOCIAL BEHAVIOUR**

At Dursley C of E Primary Academy we believe that when staff, pupils and parents value good social behaviour, it enables the following to take place:

### **CHILDREN**

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their Academy work
- Develop a strong moral sense

### **TEACHERS**

- Teach effectively within a positive atmosphere
- Meet the needs of all pupils
- Make positive contacts with all parents
- Develop personally, morally and professionally

### **PARENTS**

- Feel confident that their children are growing personally, morally, socially and academically
- Know that their children will receive support when they need it
- Feel welcome in Academy to discuss their children's progress in a positive atmosphere

## WHAT WE MEAN BY GOOD BEHAVIOUR

Good behaviour means that everyone in the Academy respects one another. The United Nations Convention on the Rights of the Child expresses rights alongside corresponding responsibilities. We have produced our own:

Together We Shine Brightly	
Rights	Responsibilities
I have a right to learn	I have a responsibility for my learning and others
I have a right to be respected	I have a responsibility to respect others
I have a right to be safe	I have a responsibility for my safety and others

Please see Appendix 1 for a Rights and Responsibilities Poster

This behaviour is encouraged in every area of Academy activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, as many young children do, we will help them by making our expectations clearer, more specific and more suited to their individual needs.

Underpinning our Together We Shine Brightly – Rights and Responsibilities are our six values, these guide us on a day to day basis in the choices that we make.

## HOW WE ENCOURAGE BEHAVIOUR FOR LEARNING

At Dursley C of E Primary Academy we aim to develop within all of us a growth mindset:

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment,” Carol Dweck.

Each Class has a Growth Mindset display and this approach is taught to pupils as a way to overcome barriers and achieve. Within this approach we teach the children that to be good learners they should utilise the following aspects of learning:

**F**eedback

**A**utonomy

**C**hallenge

**E**ngagement

Please see Appendix 2 for a poster outlining the desired learning behaviours and examples.

## **REWARDS**

At Dursley C. of E. Primary Academy, the vast majority of behaviour in Academy is good and has our six values at the heart of it. Therefore our focus is on identifying this and rewarding it. Verbal praise and positive comments on children's behaviour will be given readily, in preference to sanctions.

Class and supply teachers, lunchtime supervisors and teaching assistants are all encouraged to praise good behaviour and to give stickers and use other reward systems as they feel appropriate. However we recognise that consistency is important and therefore the following systems are in place. We use a system called Class Charts to administer the reward system.

### **Daily Rewards**

All of the types of points listed below will count as House points which will contribute to House rewards.

#### **Growth Mindset Points**

Growth Mindset points are awarded within lessons at 5 times in the day. If a child fails to show good behaviour for learning in a lesson this will not be awarded.

#### **FACE Points**

Additional points can be awarded for children that display particular aspects of **FACE**. This will be an opportunity to highlight examples for others to learn from.

#### **Values Points**

Additional points can be awarded for displaying our Academy values in action.

**The Principal and Vice Principal** are there to help and support staff. They are only too happy to see any children if staff feel they are worthy of praise.

### **Weekly Rewards**

In Friday Celebration Worship the following rewards will be given:

#### **House Points**

The three types of daily rewards contribute to a collective house point score with a winning house announced for the week.

When an individual achieves a multiple of 250 points they will receive a house point badge.

When a class achieves a multiple of 3000 points they will receive an award agreed with the pupils

The winning House of the year will receive an award for an afternoon.

Houses are named as follows:

Broadwell – Red, Kingshill-Yellow, Littlecombe-Blue, Woodmancote-Green

### **Values Leaves**

When a pupil has received 3 points for the same value, they will be given a leaf for that value which will be placed on the Values Tree and their names written in the Leaf Book. Lunchtime supervisors highlight a child from Reception /year 1/year 2 and also KS2 that have been demonstrating an Academy value.

### **Good Work**

Two pupils are identified from each class that have produced noteworthy work. They will be presented with certificates in assembly.

### **Achievement Cup**

Each week a child from KS2 and from Reception/KS1 is awarded the Achievement Cup. This celebrates a child that has shown our Academy values in action and as such has been an example to others. The child will receive a certificate outlining the qualities they have shown and a cup which they take home for the week. A photo is taken of them which is displayed in the Hall and their names go in the next Academy newsletter.

### **House Points**

Scores will be collected weekly by year six and a house of the week will be announced in assembly.

### **Awards Gained Externally**

Pupils are encouraged to bring into Academy any certificate they have been awarded externally to share with the whole Academy.

## **Annual Rewards in the Annual Award Assembly.**

### **Individuals**

Individual cups are awarded for values, academic and sporting achievement

### **Houses**

House Point Cup

Intra House Sports Cups

Sports Day Cup

See Appendix 3 for a poster outlining Rewards in the Academy

## **SANCTIONS**

Occasionally children may forget our aims for good behaviour and be inconsiderate towards others. We try to prevent this happening by:

- Reminding pupils of their rights and responsibilities
- Reminding pupils of the Academy's Values.
- Acknowledging good behaviour as it occurs.

Sometimes this may not be enough. We will try to intervene as soon as possible and to avoid confrontation, listen, establish the facts, judge only when certain and use punishments sparingly. We believe that removal of privileges is one of the most effective strategies.

The emphasis is on making children aware of why their behaviour has been inappropriate, its effect on others and to give children the chance to make amends. We emphasise that it is the behaviour that is unacceptable, not the child.

With classroom problems these should be dealt with wherever possible within the classroom. If work is not acceptable it must be repeated; if time is wasted it must be made up out of breaks and if equipment is deliberately damaged, parents must be involved and invited to replace it. Quiet, personal, explicit reprimands are preferable to general criticism of whole groups.

Behaviour that falls short of what is expected at the Academy will lead to following consequences:

<b>Consequences</b>		
<b>Stage 1</b> Pupils that display behaviour of occasional concern in a day	<b>Stage 2</b> Pupils whose behaviour is a regular concern i.e.  10 –ve points in a week monitored over over a half-term	<b>Stage 3</b> Pupils at Risk of Exclusion or are involved in significant one off events.  For pupils who have not reduced –ve points following a plan and require objectives in a My Plan or PSP
Warning	Pupils placed on report  Parents informed.  Targets set within a behaviour plan for pupil with class teacher to reduce amount of –ve points  Appendix 5 – Behaviour Concern Sheet	Parents informed.  Objectives set within My Plans that target small achievable steps to address the rights and responsibilities not being met that could lead to exclusion. Risk assessment written.  Appendix 6 – My Plan Blank  Appendix 7 - My Plan Example Statements  Appendix 8 – Behaviour Risk Assessment
First negative point		
Second negative point		
10 minute time out		
Third negative point		
Another class for the lesson		
Removed to senior Leadership	Parents informed of removal	



Pupils in column 1 and 2 for behaviour will be given rewards and sanctions as described above in the stepped approach.

Column 2 children will have a Behaviour Concern Sheet and a Behaviour My Plan written targeting the specific areas of behaviour for improvement but it is the intention that those identified areas can be focused on and improved rapidly. These children will be placed on report and monitored lesson by lesson. The stepped approach in Column 1 is still appropriate.

Column 3 children have been identified as needing further support with their behaviour and are perhaps at risk of exclusion. They are on the graduated pathway and have been identified as requiring a My Plan, My Plan+ or EHC Plan and also a Risk Assessment. As such, there are targets set in their graduated pathway plan that are the focus for their behaviour. They can still be awarded the same amount and types of points as other pupils but these will be for meeting their specific targets in their plan. The stepped approach for consequences will be followed but similarly, these will focus on meeting their graduated pathway plan targets. In addition, within the plan itself, specific strategies may be listed that take precedent over the stepped approach set out above.

**NB** It is important to note that for all pupils there are behaviours, particularly those placing the Health and Safety of themselves or others at risk, effecting the learning of others or undermining the authority of staff, that require a response that bypasses the stepped approach. Staff will use their own professional judgement as to when this criteria has been met and the appropriate response including the use of senior leadership.

See Appendix 4 for a poster outlining the daily consequences for behaviour

## Other Sanctions

### **Collective worship**

Pupils will enter and leave the hall in silence. Pupils are discouraged from leaving the hall during worship. Pupils are expected to sit in silence unless otherwise told or it is a natural part of the worship. All pupils have the responsibility of allowing other children to worship without interruption. When staff are present it is everyone's responsibility to help maintain these rules. If children break these rules they miss playtime the following day.

### **Moving around Academy**

Pupils are expected to walk around Academy in a quiet, calm and safe manner. If children break these rules then there will be a loss of playtime.

### **Toilets**

During lessons children will sign out to go to the toilet. If this trust is abused then pupils will be escorted. If children break these rules then there will be a loss of playtime.

### **Lunchtimes and playtimes**

Lunchtime supervisors will give a verbal warning about unacceptable behaviour, if this still occurs a five minute timeout in the playground will occur and if such behaviour still occurs they will be spoken to by an Academy leader. Privileges such as football may

be removed if appropriate. If behaviour during the lunch break continues to be unacceptable the Head will warn parents in writing of the possibility of internal or external lunchtime exclusion. Further misconduct during the lunchtime break will be followed by lunchtime exclusion of up to five days and parents will be notified in writing.

### **Internal exclusion**

Where the above sanctions have failed to bring about an improvement in a child's behaviour, an internal exclusion away from the class may be used to make clear that behaviour must change and that the flow of lessons and learning will not be allowed to be effected.

### **External exclusion**

Where necessary exclusion will be used. This will follow Local Authority guidance. Please see Exclusion Arrangement documentation.

## **BULLYING**

We will not tolerate bullying in any form either physical or verbal. With young children there must be a distinction between bullying and boisterous play. Boisterous play usually disappears, as children mature, become more self-controlled and learn social skills of negotiation and compromise. If bullying behaviour happens it will be treated seriously and the problem addressed as soon as possible. Incidents involving bullying behaviour must be dealt with promptly. Children are encouraged to tell immediately of any incidence of bullying or intimidation. The action taken will depend upon the severity and the frequency of the incidents.

In very rare cases it may be necessary to exclude a pupil. Exclusion, either at lunchtime or for the whole Academy day, will only be considered after a serious act of aggression or misbehaviour and only after all other possible avenues have been explored. A warning letter will usually be given to parents first. Very careful arrangements will be made to ensure that any child returning to Academy after exclusion is helped to behave appropriately. – see Anti Bullying Policy

## **RACISM**

We will not tolerate any form of racism at our Academy. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done. Deliberate racism will result in exclusion.

### **PUBLIC SECTOR EQUALITY DUTY**

In law, the eight protected characteristics/groups are: Age (as an employer – but not applicable to pupils); disability; sex; gender reassignment; race; pregnancy and maternity; religion or belief; sexual orientation. It is the Principal's responsibility to actively challenge and take appropriate action in any cases of discriminatory behaviour

## **PARENTAL INVOLVEMENT**

We like to work in a very close partnership with parents and we will, wherever possible, encourage positive parental involvement. With their support and understanding we will seek to encourage consistency and high standards of behaviour at home and at Academy.

We will offer support to parents as far as possible when an individual child is causing concern and parents can contact the Academy whenever this may happen – they should not feel that they must wait until the Academy contacts them.

Parents can help by:

1. Helping children realise the importance of the Academy and taking an interest in their work and behaviour and meeting teachers regularly, so that they know how their child is progressing.
2. Assisting with activities where appropriate.
3. Positively endorsing our aims especially the rights and responsibilities and six core values and talking about this with their children to help maintain high standards of behaviour at Academy and at home.
4. Discussing any problems promptly with Academy (with the class teacher in the first instance).
5. Supporting the efforts of their children when they receive rewards. When parents add their praise and rewards to those of the Academy, the effect will be even stronger.

## **IMPLEMENTATION**

In order to best ensure the success of this policy the following implementation plan has been evolved:

1. All new staff will have this policy communicated to them and particular attention drawn to this policy and form part of their induction.
2. When joining the Academy children and families will be introduced at an appropriate level to our Behaviour Policy.
3. Pupils will be reminded of the Together We Shine Brightly – Rights and Responsibilities
4. Pupils will be reminded of the six values and how this impacts on their behaviour in Academy.
5. Pupils will be reminded of the Growth Mindset and FACE learning pedagogy.
6. The Together We Shine Brightly – Rights and Responsibilities, the six values and Growth Mindset and Growth Mindset set are to be well advertised on classroom walls.
7. The Together We Shine Brightly – Rights and Responsibilities, the six values should be included in the curriculum where relevant.
8. The section on monitoring and review procedures must be adhered to.

## **MONITORING AND REVIEW PROCEDURES**

To ensure the relevance and success of this policy it is imperative that regular reviews take place as follows:

1. At the start of the year check that the six values have been explained to all the pupils.
2. Review the pupils' actual behaviour via staff discussion and pupil feedback.

3. At staff meetings there is always an agenda item for pastoral issues. This includes any incidence to do with unacceptable behaviour.
4. Review the whole policy annually.

## **SUMMARY OF RESPONSIBILITIES**

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline
- To show an interest in all that their child does in Academy.
- To foster good relationships with the Academy.
- To support the Academy in the implementation of this policy.
- To be aware of the Academy rules and expectations.
- To offer a framework for social education.
- To read the Academy behaviour leaflet.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their (special) needs.
- To offer a framework for social education.
- To inform senior staff and/or parents of behaviour that causes particular concern.

Children's responsibilities are:

To demonstrate our *The Together We Shine Brightly – Rights and Responsibilities* and the six values in their behaviour and therefore be proud, model citizens of our Academy community. We therefore expect them to strive:

### **Related Policies**

Bullying Policy

RE Policy

Collective Worship

SMSCD Policy

SEND Policy

Public Sector Equality Duty

Equality Rights and Diversity Policy

**Policy Cross Reference - safeguarding**

This policy should be read in conjunction with the policies below, in order to ensure full statutory safeguarding requirements are met:

Child protection, behaviour, anti-bullying, first aid and medication, positive handling and restraint, health and safety, sex and relationships education, complaints, acceptable users policy, SEN, transport, School/setting trips, attendance.

