

Great Bowden Academy

Church of England Primary School



BEHAVIOUR POLICY 2019-22

1. Policy statement

Great Bowden Academy 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our vision school aims and core values

Vision

“Our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.”

Aims

- *Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make progress and achieve*
- *Confident, articulate individuals who can lead safe, healthy and fulfilling lives*
- *Responsible citizens who make a positive contribution to society*

Values

Wisdom, thankfulness, peace, service, perseverance, koinonia

We place a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

4. Consistency of approach

In implementing this behaviour policy Great Bowden Academy acknowledges the need for consistency

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent , **expectations** referencing promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced **rituals and routines for behaviour** around the site: in classrooms, around the site and at the school reception
- Consistent environment **code of conduct** evident, **core values**

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

At the beginning of each term staff will remind children of the school rules

- **Be ready**
- **Be respectful**
- **Be responsible**

All staff every day will

1. Meet and greet children at the classroom door
2. Refer to Ready, Respectful , Responsible- the behaviours they expect to see
3. Model positive behaviours and build relationships
4. Plan lessons that engage , challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson (Count down from 5 will be used across the school and a positive recognition board will be used in every classroom)
6. Be calm and “give take up time” when going through the steps Prevent before sanctions
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly.

Middle leaders -subject leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners

1. Meet and greet learners at the beginning of the day
2. Be a visible presence to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of positive notes and positive phone calls

Senior leaders will

1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies

Pupils will

1. Be ready
2. Be respectful
3. Be responsible

Parents / Carers will

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

5. Recognition and rewards for effort

We recognize and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom level

1. Praise for choices
2. On to class recognition board
3. Mention/Note/phone call to parents

School level

1. Gold book mention (Each class choose children every week. Lunchtime supervisors choose a child from each key stage at their discretion each week and the sports coach chooses likewise)
2. Hot chocolate Fortnight (each teacher nominates 1 child.)
3. Positive cards

6. Managing Daily Behaviour in the classroom

Positive Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include “One voice” for classes who constantly talk over each other, “speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working”

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Nine ways to sharpen use of recognition boards Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude

3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 4 names of other children who have been consistently demonstrating the desired behaviour
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed hourly, daily or weekly depending on age of children and context in which you are working
7. Pupils are recognized for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson **be praising the behaviour they want to see.** Do not pander to attention seekers. All learners must be given "take up time" in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

Step 1- Redirection

Gentle encouragement, a "nudge" in the right direction, small act of kindness

Step 2-Reminder

A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

(Give take up time) Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3- Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices

Scripted approaches at this stage are encouraged (see appendix)

Step 4- Time out

- The learner is asked to speak to the teacher away from the others
- Boundaries are reset
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3mins in general should be enough)

Step 5- Internal Referral

If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their predetermined partner class. If necessary the learner may need to work outside a teaching area with a member of SLT. If a child has been out of class/not completed learning based on your shared minimum expectations they are expected to complete their work during part of play/lunchtime with their class teacher. Whenever an internal referral has been made. The class teacher needs to fill in a behaviour incident form – available in staffroom.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger

Step 6- Reparation meetings

A restorative meeting should take place before the next lesson. This can be supported by another colleague or member of SLT... Staff will have a script for the restorative conversation that they feel comfortable with. Choose 5 from the following and address each question together

- 1. What happened? (listen to each other's account carefully)**
- 2. What were you thinking at the time?**
- 3. What have you thought since?**
- 4. How did this make people feel?**
- 5. Who has been affected?**
- 6. How have they been affected?**
- 7. What should we do to put things right?**

8. How can we do things differently in the future?

The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested

Step 7- Formal meeting

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern there will be a formal meeting with Head of School/ Executive Head. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought. For example it may be more appropriate to have an internal exclusion.

Peer on Peer abuse

Great Bowden Academy recognizes that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Child protection policy for further details.

7. Getting the Basics Right

Visible Consistency makes everyone feel safe

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

Before school	No games in the playground. Children come straight into the classroom door at 8.50
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
Playtimes/ end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
Collective Worship	Children need to come into Collective Worship in silence. It is the Class teacher’s responsibility to ensure this. Children should remain silent throughout the worship as appropriate
In the corridors	Children are expected to walk in silence in the corridors
In the playground	Children should not climb on furniture or walls

At lunchtimes	Children should not climb on furniture all or walls. There are three zones (see lunchtime code). The pod is a calm zone to sit/draw/chat. Playground leaders support activities
Dining room	Children should enter silently and remain silent until after Grace has been said and the first table goes up to collect their lunch
After School	No unsupervised games. Children who are not with parents and are walking home should do so immediately.
In church	Once children have entered the church gate they are to be silent and are to be silent when they enter and sit in church.

8. Interventions

If one or more children is struggling with inappropriate behaviour a “Circle of Friends” lunchtime group is convened, run by a specialist Teaching Assistant, to support the struggling child in developing personal awareness, social and self-management skills. This intervention is included on the school’s intervention provision map and impact is monitored over the period of the intervention.

This policy will be reviewed every 3 years. It should be read in conjunction with the following policies

- Anti-bullying policy
- Spiritual, moral, social and cultural education policy
- PSHE policy
- SEN policy
- Equal opportunities policy
- Teaching and learning policy

And with “Valuing All God’s Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying”

9. Pupils with Special Educational Needs

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO/ Head of School and class teacher. The SENCO may need to liaise with external agencies as necessary.

10. Exclusion

The executive Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

11. Restraining Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular "Use of Reasonable Force-Advice for Headteacher, Staff and Governing Bodies." Teachers at Great Bowden never use force as a punishment for bad behaviour. They may however, *intervene physically* to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take under these circumstances are in line with government guidelines on the restraint of children.

Appendix

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

1. Reminder:

I noticed you chose to.... (noticed behaviour)
This is a REMINDER that we need to be (Ready, Respectful, Responsible)
You now have the chance to make a better choice
Thank you for listening

2. Caution

I noticed you chose to..... (noticed behaviour)
This is the _____ time I have spoken to you. You need to speak to me for 2 minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to go to the table at the back/thinking mat _____-(learner's name) 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

3. Time out/ calming time

I noticed you chose to (noticed behaviour)
You need to go to sit at the table at the back/ thinking mat) I will come and speak to you in three minutes.

4. Internal referral

I noticed you chose to..... (noticed behaviour)
You need to 1. go to Year/2. HT's office
Playground You need to 1. Stand by other staff member 2. Stand on the lazy lawn
3. Go to HT's office.
I will come and speak to you in three minutes.

DISCIPLINE IN SCHOOLS- TEACHERS' POWERS key points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

Behaviour for teaching and learning- One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, **Ready Respectful, Responsible** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

1. **Meet and greet** at the door
2. **Model** positive behaviours and build relationships
3. **Plan** lessons that engage, challenge and meet the needs of all learners
4. Use **recognition boards** for positive recognition throughout lessons
5. Use 5-1 count downs throughout school
6. Refer to "**Ready, Respectful, Responsible**" in all conversations about behaviour
7. Be **calm** and give "take up time" when going through the steps. Prevent before sanctions
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. **Never ignore** or walk past learners who are behaving badly.

Step 1- Redirection	Gentle encouragement, a "nudge" in the right direction, small act of kindness
Step 2- Reminder	A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Step 3- Caution	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices
Step 4- Time out	Give the learner a chance to reflect away from others. (separate table, area of the room). Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
Step 5- Internal referral	At this point the learner will be referred internally to another room in the key stage for the remainder of the lesson. All internal referrals will be recorded on a behaviour incident form. In some instances they can work outside teaching areas with SLT
Step 6- Reparation	A restorative meeting should take place before the next lesson. If the reconciliation is unsuccessful the teacher should call on support from a colleague who will support the reparation process

Step 7- Formal meeting	If behaviour is consistently poor as shown by internal referrals and several reparation meetings. There will be a formal meeting with Head of School/ Executive Head. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage.
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