

Behaviour Policy

Speen Church of England School



May our roots go down deep into the soil of God's love and keep us strong Ephesians 3 v 17
Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith,
where all grow and flourish (spiritually, academically, socially and emotionally).

SEEK, BELIEVE, ACHIEVE!

Make a tree good and its fruit will be good... for a tree is recognised by its fruit Matthew 12 v 33

Together we strive to

- **SEEK** knowledge about the amazing world around us and to understand God's teaching for our lives.
- **BELIEVE** that if we grow as a **family** together in our **care, courage, respect, honesty, and responsibility**, we will
- **ACHIEVE** our full potential, to be the best we can be

As a tree makes fruit, a good person brings life to others Proverbs 11 v 30

The governors and staff of Speen Church of England School wish to see all pupils **achieve their full potential academically, emotionally, socially and spiritually**. In '*understanding God's teaching for our lives*', (explored through our times of collective worship), our Christian values of **care, courage, respect, honesty, and responsibility** help us to grow as a **family** together. They also form and underpin the basis of how we behave towards others. By pursuing these values, we believe that not only will our individual lives bear fruit, but we will '*bring life to others*'.

Behaviour Principles:

- Our aim is to create a **school family** where all feel safe, secure, **respected, happy** and valued.
- High standards of behaviour are fundamental to all children making the best possible progress in their learning and forming of positive relationships.
- Everyone makes mistakes. At Speen School we encourage forgiveness and reconciliation when a child's poor behaviour affects another child. We encourage our pupils to be **courageous and honest** and to take **responsibility** for any poor choices they may have made.
- Speen Church of England School is an inclusive school. We wish all members of the school community to be free from discrimination of any kind (as set out in the Equality Act, 2010). Please also see our Anti-bullying Policy that is applied as relevant to different situations.
- As part of maintaining high standards of behaviour, we view as essential, a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level.

Rewards: Individual specific rewards include:-

- Verbal Recognition/Praise.
- Stickers which children put on their own sticker chart. A full sticker chart is recorded in The Special Book and rewarded with a certificate in the weekly Celebration Assembly.
- Rainbow person of the day (EYFS).
- Certificates, named in The Special Book, or commended on the Values Tree.
- Written comment in pupil books, commending effort or focus.
- In Celebration Assemblies, children's names are written on a leaf to put on the Values Tree, when they are observed putting one of the **School's values into action**.
- Headteacher's Awards – Children are asked to visit the Headteacher when they have excelled at some aspect within the School which may be work or behaviour/attitude-related. These are the ultimate rewards for the children who strive to receive this special acknowledgement.

Sanctions: (age appropriate)

In the same way as good behaviour is rewarded, negative behaviour is discouraged through the use of sanctions. Through a successful balance of rewards and sanctions the aim is to maintain high standards of behaviour throughout the School. When poor behaviour by an individual, or small group, affects the smooth running of the School or the learning opportunity for children, the School may deem it necessary to apply sanctions.

These may take the form of:

- A 1-to-1 gentle discussion to talk through with the child their behaviour and why it was not appropriate, alongside an encouragement to pursue the School's values of [respect](#), [compassion](#), [honesty](#), [family](#), [courage](#) and [responsibility](#).
- Rainbow chart (EYFS). To aim for the rainbow, with poor behaviour moving a child onto the Thunder cloud.
- Thinking Mat (EYFS) This is located in the classroom for young children who need time to reflect on their behaviour.
- Time out for a short period, to enable time to calm and time to reflect on the choices they made, alongside any [values](#) they may wish to consider pursuing.
- Parental involvement – Parents play an important role in encouraging good behaviour in their children and it is essential that good communication takes place between the child, home and school. The Home and School Agreement reminds us of the importance of implementing our [School Values](#) and working as a [family](#) together.
- Loss of privileges – Class teachers, or other members of staff involved with the child, may withdraw privileges from a child who has let him/herself down with inappropriate behaviour. The teacher or other appropriate adult will discuss the incident with the child and they may then decide that some loss of privileges is necessary. This could be losing some minutes from playtime or spending some time away from the child's own class.
- Internal exclusion from class or exclusion from School – This is for very serious behaviour incidents and should either ever be deemed necessary, such exclusions will follow County Guidelines. Parents will be contacted immediately by the Headteacher.

Minor incidents will not be reported to parents as we believe that children learn from their mistakes and need an opportunity to self-regulate their behaviour choices independently and be given a chance to not repeat careless actions. In the case of more serious issues, or repeated unacceptable behaviour, where the learning for any child (or group of children) is disturbed, parents will be notified and a meeting with the class teacher will be required. Equally if a parent should have a concern, they should approach the class teacher. Further incidents may involve a meeting with the Headteacher.

Additional Support:

As far as possible, all children with Special Educational Needs and/or Disabilities or identified as having significant behavioural difficulties will comply with these rules and normal sanctions will be applied where necessary. However, some children may need more specific support in order to understand the need for self-discipline. In such cases, an Individual Behaviour Plan will set achievable targets for acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher. All staff involved with the child will read the Behaviour Plan, follow it and be updated with outcomes of reviews. The Headteacher may enlist the support of outside agencies, in consultation with the parents if this is perceived to support the child to meet School expectations.

Lunchtimes:

All children are expected to treat the Midday Supervisors with the same respect as the teaching staff. The Midday Supervisors will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise and/or stickers. They will also use our levels system and give verbal warnings and time out for inappropriate behaviour.

All behaviours which warrant a time-out on the covered bench will be noted down on 'post-it notes' from the playground behaviour zipped folder kept in the kitchen. i.e. name and behaviour e.g. kicking, and then handed in

to the class teacher. More serious incidents should be recorded on an Incident Form. It is important that the class teacher is informed in order to identify any patterns in behaviours.

Reasonable Force:-

Staff will follow the DfE Policy: 'Use of Reasonable Force' if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff. On these occasions reasonable force may be used to remove the child from the situation. 'Minimum force for maximum impact' will be used.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Well-being of Staff:

The Governors in their duty of care towards staff, recognise that the negative behaviour of a pupil can impact a member of staff's sense of well-being and professional enjoyment of their work. All within the School will share their skills and expertise to ensure consistent support and strategies are employed. In this way any impact that a pupil's behaviour may be having on others will be reduced.

APPENDIX 1

Helpful routines for teaching and learning

- Ensure that lessons are well-prepared, including suitably differentiated work and extension work for those who may need it.
- Ensure the classroom is set out as you require for the next lesson and that all materials and equipment are ready for use.
- Establish and insist on clear routines and expectations for the children
 - Entering and leaving the room
 - Putting bags and coats away
 - Collecting materials and equipment for the activity
 - Seating arrangements for the activity
 - Agreeing noise levels for the activity
 - Gaining the class's attention
 - Explaining the objectives of the lesson and tasks needed to complete to achieve the objective
 - How to ask for help **respectfully** (hand up not call out or get out of seat)
 - Giving out homework or letters at the end of the day
 - Summarising and evaluating the lesson
 - Tidying up at the end of the lesson

Useful tips:

- Use the children's names
- Encourage pupils to be **responsible** at all times
- Don't raise your voice over children's voices. Use a non-verbal signal to gain quiet/attention.
- Treat pupils with **respect**, modelling the school's Christian **values** that you wish pupils to show in return
- Recognise and praise right behaviours e.g. those who follow instructions, settle to their work quickly
- Distract / divert incorrect behaviour
- Ensure clear explanations so pupils fully understand your instructions for the task in hand
- Use non-verbal communication to correct or express disapproval as much as possible
- Have a quiet word with a pupil whose behaviour is inappropriate
- Give pupils the choice to change their behaviour or receive a sanction
- Describe the effects of their choice of behaviour, not the behaviour itself
- Allow a pupil a 'cooling down' time if needed, before discussion of an incident and way to make amends

- Always carry through with a sanction
- Always give pupils a fresh start after a sanction

APPENDIX 2

Behaviour Levels

LEVEL ONE

Behaviour might include:-

- Calling out repeatedly
- Making silly noises
- Refusal to take part in a learning activity
- Disturbing other children whilst they are working
- Rough play
- Not following/listening to the adults' instructions
- Interrupting/talking over an adult
- Lack of care/effort when completing an activity
- Not being in the right place at the right time

Possible strategies

- Intervene early
- Offer reassurance
- Clearly, using simple instructions, explain what is happening and what will happen next
- Communicate "you talk and I will listen"
- Use appropriate humour
- Display calm body language (not standing face on but slightly to the side)
- Talk low and slow and quiet
- Divert and distract by bringing in a new topic/activity/conversation
- Assess the situation

Sanctions:-

- Verbal warning
- Identify the Golden Rule not being met
- "Thinking Time" in class or on the playground, 5 Minutes with staff
- Repetition of task in own time
- Verbal apology to victim
- If a child gets 3 Level Ones in a day they will lose time from playtime

LEVEL TWO

Behaviour might include:-

- Repeated behaviour from Level One
- Hitting, spitting, kicking, biting another person
- Consistent unkindness/speaking rudely to another child
- Answering back/speaking rudely to an adult
- Deliberately ignoring adult's instructions
- Goaded/winding others up
- Behaving in a dangerous way that could cause harm to others, deliberately or otherwise
- Poor listening
- Lying to cover up
- Showing defiance

Possible strategies:-

- Continue using Level One strategies
- State clearly the behaviour you want to see
- Use distraction to refocus on something positive
- Set clear limits to the behaviour
- Offer clear choices but they need to meet your desired result
- Make sure the other children are safe/remove audience
- Make the environment safe and seek help

Sanctions:-

- Loss of some self-chosen activity time (EYFS)
- Written apology to victim
- Being sent to another class to work
- Loss of playtime/lunchtime play
- Notification sent to parents if behaviour is repeated 3 times or more
- If a child gets 3 Level Twos in a half term they will lose special times e.g. sporting events, after-school clubs and/or school trips.

LEVEL THREE

Behaviour might include:-

- Repeated level 2 behaviour within same week
- Physical/threatening aggression
- Severely disrupting lessons
- Bullying/swearing to insult/fighting
- Disrespecting adults
- Racism
- Kicking/throwing objects
- Moving towards danger

Possible Strategies:-

- Move furniture/objects to make environment safer
- Remove other children (if necessary)
- Ensure face, body and voice are calm (voice firm but low, stance is side-wards)
- Communicate with staff around giving clear instructions example call for Team Teach Staff, move the children/furniture etc.
- Team Teach to be carried out. If you see a Team Teach taking place please ask staff doing it if they need help such as furniture moving, doors opened. Please note time and be a witness.
- Support from outside agencies.

Sanctions:-

- Parents called in for meeting
- Internal exclusion from lunchtime
- Internal exclusion from classroom
- Behaviour Plan compiled
- Exclusion from special treats such as trips and visitors

LEVEL FOUR

This behaviour is considered to be extremely serious and will lead to an internal exclusion with a possibility of leading to an external exclusion. Team Teach will more than likely have been carried out with this behaviour and the safety of the children and staff taken into account.

Sanctions:-Parents will be contacted immediately and exclusions will follow the County Guideline