



St Mary's Cockerton

Behaviour Policy

2016/17



Date adopted:

3rd April 2017

Approved by:

Local Academy Council

Next Review:

As required

Introduction

Behaviour at schools within the Dove Academy Trust should reflect the values we place in encouraging learning and co-operation in a civilized society. It should also reflect the Christian character of the schools.

Other school policies linked to this are Anti-Bullying Policy, Safeguarding Policy, SEND Policy

Aims

To maintain a caring, listening school where relationships are built on mutual respect and trust. The development of positive self-esteem is valued as key to providing a happy, successful learning environment.

'Let us run with perseverance the race marked out for us, fixing our eyes on Jesus' Hebrews 12: 1b-2a

Objectives

- To develop a consistent approach to behaviour management
- To provide a transparent framework for behaviour, which is understood and agreed by staff, pupils and parents
- To enable effective teaching and learning
- To keep the school community safe and secure
- To promote emotional well-being
- To create a relaxed and happy environment

Public Sector Equality Duty (PSED)

This Behaviour Policy meets the requirements of the Public Sector Equality Duty (PSED) by including the actions taken to penalise bullying that is inflicted on the grounds of race, gender, disability and other characteristics (such as sexual orientation) and it does not include rules, penalties or punishments that would disproportionately affect a particular group

Records of behaviour incidents are regularly monitored to identify if there are any patterns that suggest the Behaviour Policy unintentionally discriminates against a certain group.

If the school finds that a particular group of pupils, for example those with special educational needs, is more affected by the policy than other groups, the policy will be reviewed.

Rights

All children have the right to be guided to develop their full potential in a happy, safe environment.

All children have the right to be listened to.

Responsibilities

For rights to be protected children need to take responsibility for preserving those rights by following rules. If they make a decision to break the rules they must accept the consequences of their actions.

Rules

Each class devises their own class set of rules at the start of each academic year. These are written and displayed in a form that is accessible to the children in that class.

The school rules underpin the class rules and have been developed by, and in consultation with, the staff, children and wider community.

- Follow instructions first time
- Keep your hands, feet and objects to yourself
- Look after our school and each other
- Be simply the best!

When introduced to children in Reception these rules have associated actions to help them remember and follow them. These school rules will be displayed in classrooms and around school (**Appendix 1**).

Reward and Praise

We believe that the most effective way to achieve our objective is through praise and encouragement of positive behaviour. All staff referring to the rules, positive comments being common place, high expectations and strong role models will give the children the inner sense of well-being that comes from presenting good behaviour.

Meaningful praise and encouragement are shared in a variety of ways. The following list is not exhaustive but is included to show the wide range of strategies employed depending on the individual / group of children, the circumstances and the context.

- | | |
|---|--|
| • Thumbs up | • A pat on the back |
| • A smile | • Comments in books |
| • Marvellous Me badge or message | • Laughter |
| • Certificates | • Work shared with class/school/other teachers |
| • Stickers | • Applause |
| • Fun | • Mentions and presentations in assemblies |
| • Letters from stakeholders, visitors etc | • Important jobs – buddies etc |
| • Extra play | • Representing the school |
| • Reward days | • Displays |
| • A wink | • Being on 'green' |

Dealing with Difficult Behaviour

When dealing with difficult behaviour there are 3 main considerations:

- Care for the individual concerned (what is the function of their behaviour bearing in mind it is a form of communication);
- Prompt, fair and consistent response;
- Consultation with parents if their child's behaviour is a cause for concern

The Hierarchy of Consequences (**Appendix 2**) is used consistently throughout the school. The 'child friendly' version will be prominently displayed in classrooms and around school (**Appendix 3**).

Although all incidents of unacceptable behaviour have to be dealt with depending on context the Hierarchy of consequences provides a guide to provide consistency and clear consequences. In some circumstances it may be appropriate to jump to a higher consequence. Bullying (including bullying inflicted on the grounds of race, gender, disability and other characteristics) and physical aggression will be taken very seriously and reported to the Headteacher.

When dealing with unacceptable behaviour we:

- Never use humiliation
- Do not send a child to stand out of a room unsupervised
- Offer support to each other – for example to calm down a situation, offer alternative strategies, give advice etc
- Use the 'Team Stop' signal throughout the school to gain attention

Children start each week with 10 points. All children still with 10 points on a Friday afternoon following Family Worship will be sent a Marvellous Me school behaviour badge – ‘It’s Good to be Green’.

All children in Years 2, 3, 4, 5 and 6 entered in CPOMS for behaviour will be seen by a member of the SLT at the end of the week to offer time for reflection and consideration for future strategies to avoid a repeat.

Involvement of children persistently logged for low level behaviour and yellow cards in end of term reward days will be reviewed by the SLT with parents informed of any decisions.

Each day the children have a fresh start and all start on ‘green’. However it will be explained to the children that their unacceptable choices are logged and they are not expected to repeat them as they should have learnt from their mistakes. Class teacher keep a running total of the points each child has.

At the end of each half term there will be a Reward Day for all children. However, children who have lost points through the Hierarchy of Consequences and fall below the minimum expected will not be allowed to participate. Parents will be made aware of this and alternative work will be set for them in school. They start each week with 10 points with the cut off for Reward Days as follow:

Number of weeks in half term	Maximum possible points	Cut off for Reward Day <i>(Children with less will not participate)</i>
5	50	44
6	60	54
7	70	62
8	80	70

Reward Days are set at the beginning of each year so that the children know what they are aiming for. They may include for example an in-school disco, a ‘duvet day’, an inflatable adventure, a summer BBQ and at Easter and whole school egg hunt.

To ensure the Reward Days have maximum effect, classes do not have weekly ‘Golden Time’. Class teachers may devise in-class reward schemes to address particular class issues (i.e. tidying up, teamwork, being ready to learn etc) and occasionally reward their class with a few minutes extra play however.

In exceptional circumstances it may be necessary for the Executive Headteacher and / or the Assistant Headteachers to deal with unacceptable behaviour by talking to larger groups assembled together in the hall. Teaching staff may also be present on these occasions.

It is imperative that parents and carers are fully informed in person or by telephone if necessary and involved throughout the process as support at home and a consistent approach is vital. Early intervention and discussion will help to nip any issues in the bud and enable staff to offer advice about how the parents can support the school’s strategies.

Should a child’s behaviour cause particular concern additional strategies may be considered. These could include a small step, personalised reward chart, a home/school behaviour log, a programme of specific intervention, referral to outside agencies.

Early Years Foundation Stage (EYFS)

When supporting children with their behaviour in EYFS, staff must be aware and make judgements related to the child’s stage of development and the understanding of their actions.

Exclusion

Exclusion is seen as a last resort; after all other attempts to modify behaviour have failed.

Exclusion serves several purposes, including;

- To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour;
- To maintain high standards of behaviour in school;
- To secure the well-being and entitlement of other children and staff in school.

The exclusion flowchart (**Appendix 4**) will be used should the Executive Headteacher consider excluding a child.

The Use of Reasonable Force

School staff have a legal power to use reasonable force in order to prevent injury, damage to property or disorder. In schools this is likely to be either to control or to restrain and ranges from guiding a child to safety through to more extreme circumstance such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Reasonable force is defined as using no more force than is needed. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and always depends on individual circumstances. Lawful use of the power to use force will provide a defence to any related criminal prosecution or other legal action.

Any use of reasonable force depends not only on individual circumstances but also on information and understanding of the needs of the child concerned which may include adjustments for children with special educational needs or disability.

Staff receive Team Teach training which covers de-escalation and positive handling strategies.

All incidents where positive handling strategies have been used are logged on CPOMS and discussed with the Executive Headteacher.

It is unlawful to use force as a punishment.

It is not unlawful to touch a child. Physical contact can be proper and necessary for example holding a child's hand, comforting a distressed child, when giving praise or congratulation, to demonstrate the use of equipment or exercise and techniques in PE, when giving first aid.



Our School Rules

Follow instructions first time

Keep hands, feet and objects to ourselves

Look after our school and each other

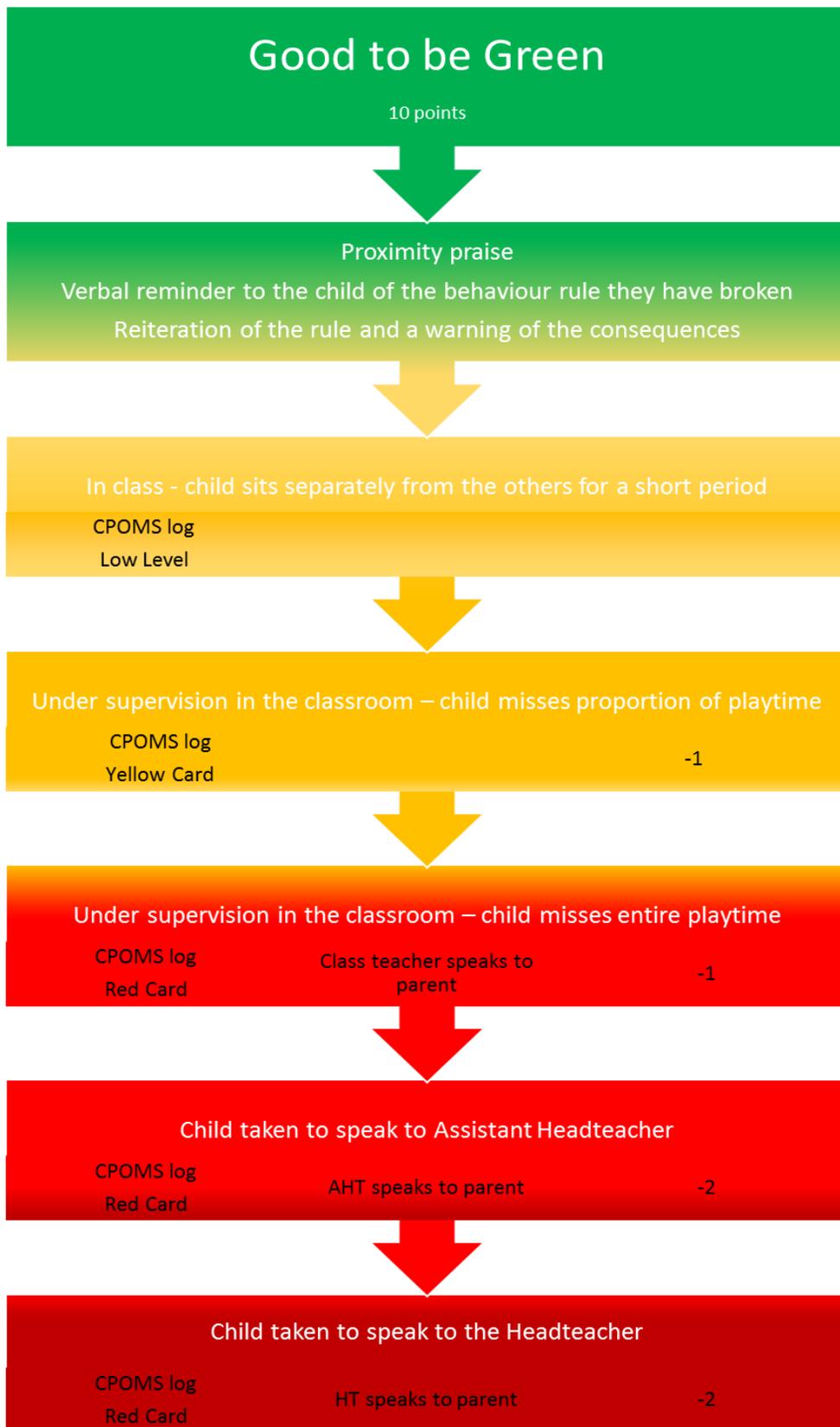
Be simply the best!



Remember our Team Stop!



Appendix 2



"Let us run with perseverance the race marked out for us,
fixing our eyes on Jesus" - Hebrews 12: 1-2



I am Good and Green

When I make a wrong choice...

Verbal warning and reminder of the rules

Moved to a different area of the room to continue learning

Yellow Card: Miss part of break time

-1 point

Red Card: Miss whole break time

-1 point

Meeting with AHT and Parents
(2nd Red of Half Term)

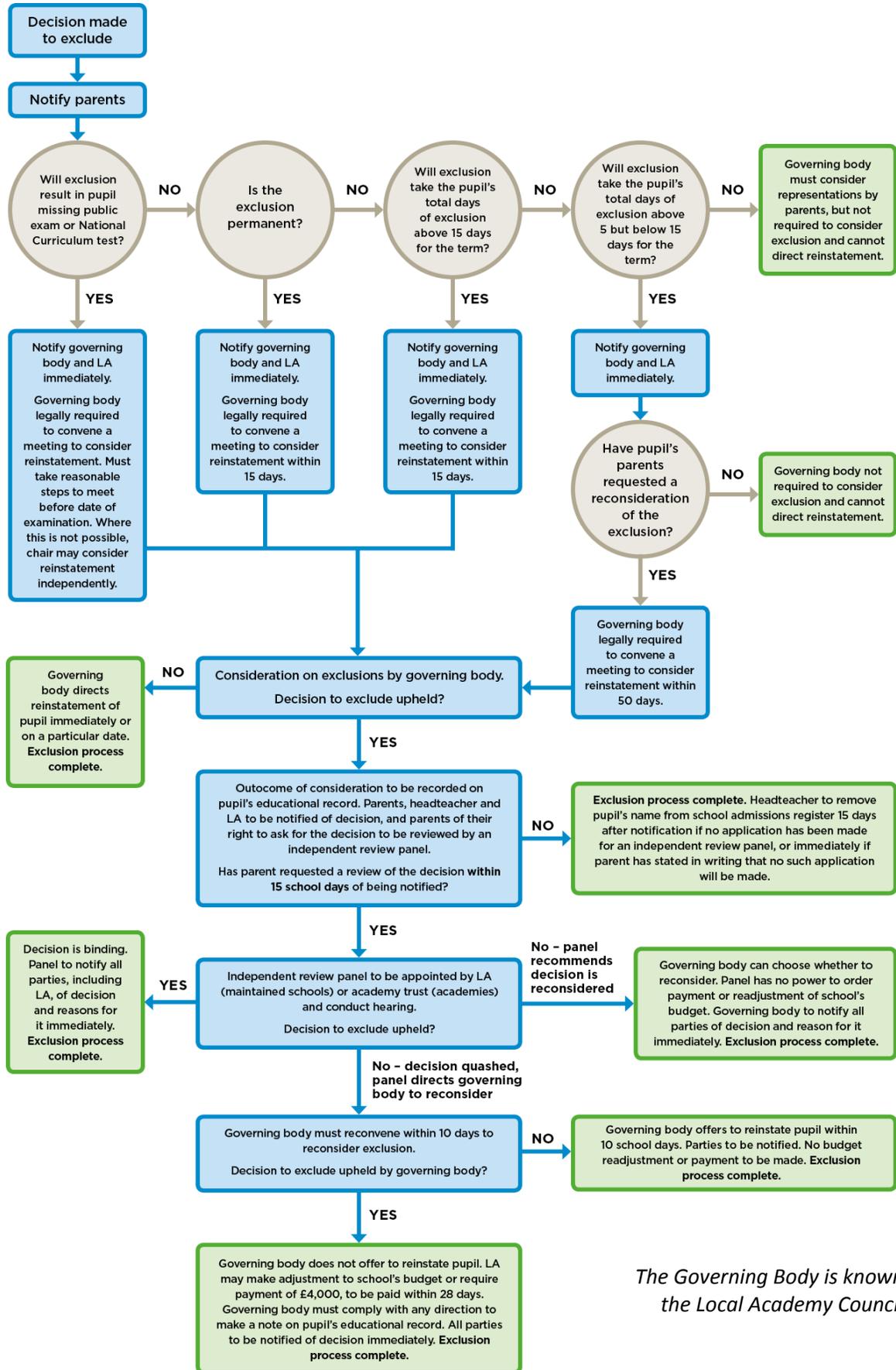
-2 points

Meeting with HT and Parents
(3rd Red of Half Term)

-2 points



Appendix 4



The Governing Body is known as the Local Academy Council