



BEHAVIOUR POLICY

Review: October 2014

Next Review: October 2015

AIMS

1. For children to conduct themselves in line with the school's Five Golden Behaviours.
2. For children to apply their Golden behaviour outside of school within their life.
3. To manage behaviour with consistency.
4. To provide a framework that celebrates behaviour and explains the consequences of poor behaviour.
5. To develop children's self esteem and self discipline.
6. To promote mutual respect between adults and children.
7. To promote respect for the environment and other people's property.

Improving Behaviour

The primary aim of a school behaviour policy is to improve behaviour. This can only be achieved through co-operation of the staff, parents and pupils of that school. It is their combined responsibility to create a good atmosphere, in which effective learning can take place and where behaviours are rewarded and sanctioned consistently.

Managing Behaviour

It is very important that children's behaviour is managed with consistency by all adults with whom they come into contact. Therefore classroom rules, which are compiled by the children and staff together at the beginning of the Autumn Term, are displayed within the classroom and school rules are displayed throughout school, so that both children and adults can refer to them at any time. An agreed set of learning behaviours are displayed in each classroom so that these can be referred and rewarded.

Five Golden Behaviours

1. Be kind and caring.
2. Be honest - always tell the truth.
3. Be grateful - have gratitude for what you have.
4. Respect yourself, each other and our school.
5. Always do your best.

Each class will draw up a class set of Golden Behaviours that are meaningful to the age group of the children.

A clear framework has been developed which enables all the adults to follow a consistent procedure for rewarding good behaviour / achievements, and sanctioning poor behaviour.

Framework for Rewards

We hold high expectations of our children's behaviour and it is a minimum expectation that all children conduct themselves in accordance with the ethos and Golden Behaviours of the school and their classrooms. We acknowledge the importance of building a positive ethos within our school, and aim to

catch and reward individuals for doing the right thing. Children are rewarded for demonstrating Golden Behaviours throughout the school day, by all the adults in the school. Where possible teachers will link behaviours to the four Learning Muscles of Resilience, Resourcefulness, Reflectiveness and Reciprocity. To aid this, each classroom will have a display of these behaviours so that children and teachers can refer to them to support children's learning behaviours.

Individual Awards

We reward Golden behaviours through the instant reward of a Dojo point either on the Ipad, computer or through Golden Behaviour Dojo stickers, (these points are transferred onto the electronic Dojo point system). Where possible, we will mark moments where children demonstrate the above using sincere, positive, descriptive verbal praise/feedback, explaining how the behaviour made the adult feel. We will differentiate how we give this praise, depending upon the child concerned, either publically acknowledging their behaviour or speaking to the child privately. The electronic dojo system enables each child's parent to log in and can see over the course of a week, what types of behaviours their child is being rewarded for at school. At the end of the week, a certificate is awarded by each class teacher to the child in the class who has collected the highest number of Dojo Points during the week. The child is awarded their certificate in the Achievements Assembly each Friday and their name is written on a raffle ticket with a prize being awarded at the end of each half term.

Class Dojo Winners

Dojo winners of the week will receive the following rewards:

- They will wear a special Dojo badge all week which says e.g. Class Dojo Winner
- They will be given special privileges such as being able to line up in their class line first, special responsibilities such as giving out books / resources during the week
- They will sit at the Golden Table for their lunch and choose a buddy to sit with them for the week
- They will take home a special Dojo Monster Soft Toy for the weekend and write an entry in the Monster's Dojo Diary

Each week there is also a Class Achievement Pupil (AP) for outstanding pieces of work /learning when each child's starting point is taken into account. The rewards for these children are as follows:

KS1 - Class Achievement Pupil (AP)

Achievement Pupils will receive the following rewards:

- They will wear a badge all week that says e.g. Achievement Award - Mr Shepherd.
- They will be given special privileges such as being able to line up in their class line first, special responsibilities such as giving out books / resources during the week
- Their achievement will be displayed in the dinner hall for all parents to see for the week
- A Class ...Achievement Trophy will be awarded and taken home for the week with a "What it meant to me" Book. This will be shared on Monday morning with the class.
- The child will be awarded a certificate in Achievement assembly each Friday

KS2 Achievement Pupil (AP)

Each class Achievement pupil will receive the following rewards:

- They will have their picture displayed on an Achievement Pupil display board.
- They will be given special privileges such as being able to line up in their class line first, special responsibilities such as giving out books / resources during the week

- Their achievement, where possible, will be displayed in the dinner hall for all parents to see for the week
- A Class Achievement Trophy will be awarded and taken home for the week with a "What it meant to me" Book. This will be shared on Monday morning with the class.
- The child will be awarded a certificate in the achievement assembly each Friday.

For exceptional pieces of work or special projects completed through themes weeks, teachers will send out secret 'Well done!' postcards to further acknowledge and congratulate a pupil on their achievement and to inform their family of their special achievement. Where possible this work will be displayed on a special Achievements display in the school's dining hall.

Class Awards

Marvellous Marbles

Each class will agree what the Golden Behaviours will look like in their learning environment and these are displayed with each child signing underneath to show their agreement. Each class agrees on one class target to work together as a team, this will collectively improve their learning environment. The Class Target is displayed in the classroom near to the Marble Run. The class agree a motivational reward for achieving the target when the target is set. The main emphasis here is that a specific behaviour is a target that **all** children work towards collectively as a class. Each time the class collectively meet the target they are awarded with a 'marble'. When the class have collected 20 'marbles', the class is rewarded with fun learning so that learning is the focus of the classroom. The class can suggest fun learning activities that they would like to be rewarded with some examples may be: parachute games, a treasure hunt linked to class learning, extra gymnastics session where equipment is set out, session using ICT program, class games session, reading /story time outside in summer. A class is rewarded at least once per half-term with the whole class reward time lasting no more than one hour.

Team Awards

Children are assigned to a team on entering school. Families are in the same team. The teams are: - Rubellite (red), Kyanite (blue), Malachite (green), Citrine (yellow). One boy and one girl in each team in Year Six, who have demonstrated exemplary behaviour throughout school are appointed Team Captains for the year.

Each Friday the team captains calculate the total number of team points gained by each team and prepare a short presentation for assembly to tell children the results, and to encourage their team's behaviour. A 'weekly' trophy draped in the team colours is awarded to the winning team for the week and is kept outside the Principal's office. Each team's cumulative total is displayed in the hall on the Dojo Monster Team display. At Bamford Academy, we want to foster an ethos of a school community and at the end of each term, a team competition is held to encourage collective team spirit across the school.

Achievement Assembly -

Each Friday children's achievements from the week are celebrated in a special Achievement Assembly.

- We have special celebratory music for entering and exiting the assembly
- All children sit in their class lines at the start of the assembly
- Dojo winners will have their names called out by the assembly leader and will approach the front of the hall to receive their certificate, be congratulated by the Dojo Team Captains and be given their badges and take a seat at the front. The raffle ticket with their name is placed into the raffle box at the front of the hall.

- Class teachers read out their class Achievement Pupil, give pupils their certificates/awards at the front of the hall and then take a seat at the front of the hall
- The Spanish teacher awards a trophy and certificate for a child from Key Stage 1 and a child from Key Stage 2 who have excelled in Spanish across the week.
- Team captains will announce the overall Dojo Team Points collected by each of the teams and will tie the winning team ribbon on the Dojo Trophy.

Framework for Sanctions

Behaviour management begins at classroom level with a positive proactive approach where all adults model and teach the behaviours they expect their children to demonstrate. 'Steps to Success' is a progressive set of sanctions to stop negative behaviour that contradicts school and class rules. The school rules are discussed regularly with the children and are displayed in each classroom for everyone to see.

With the exception of the 'Initial Response', all actions are recorded on the behaviour tracking sheet (Appendix 1). A child may enter the sanctions at any point, depending on the seriousness of the behaviour.

Initial Response

- After non verbal strategies (silent behaviour management strategies), a verbal reminder about about behaviour expectations and the Golden Behaviour they need to show

Stage 1 (Formal Warning)

- Child is told their behaviour has led to a 'Formal Warning' and the child will circle Number 1 on the tracking sheet.

Stage 2 (Amber Card) (See Appendix 2)

- Child is removed to an area of the classroom, which does not distract the learning of others and is asked to complete a 'reflection sheet' - Amber Card. The child reflects on their behaviour for 5 minutes. Upon completion of this the child will discuss this in private with their teacher. The teacher informs the child that they have had to circle Number 2 on the tracking sheet and that this means the Unit Leader will be given the Amber Card to sign by the teacher.

Stage 3 (Red Stop Card) (See Appendix 3)

- If the behaviour persists then a Red Stop Card is given. The child will complete this at the next available playtime / lunchtime. Upon completion of this, the child will reflect upon their behaviour in private with their teacher. The teacher will inform the child that they have had to circle Number 3 on the tracking sheet and that the Key Stage Leader will be given the Red Card to sign by the teacher and that the child will be spoken to by them.
- The Red Stop Card will be sent home in an envelope. A child with a Red Stop Card must be at the end of the line so that child can give the envelope to their parent and the class teacher can inform the parent of their child's behaviour. When a Red Card has been issued, out of courtesy, the teacher will inform the parent of their child's behaviour and how they can support their child and the school. When signed the Red Stop Card is filed into the child's hanging file.

If the behaviour is of a violent nature, vandalism, bullying, racist or bad language then a formal warning need not be given, but the child can be given a 'Red Stop Slip' immediately and will be seen by the Principal without progressing through the stages of the sanctions. This will be recorded and logged.

Stage 4 : SECOND RED STOP CARD

If the behaviour escalates and the child is given a second Red Card, the Principal will be informed and will support the class teacher when talking with the child about their behaviour. The child's parents will be invited into school to discuss the child's behaviour so that the school and parents can work in partnership in addressing the needs of the child. Following the parent meeting, a child may be placed on a Behaviour Report Card for a period agreed with the parents.

The accumulative of Sanctions starts afresh every day and every half term. However, if behaviour displayed on one day is persistent and demonstrates a lack of empathy or ability to learn from mistakes then sanctions will be carried over. The Pastoral Leader will track behaviour through the tracking sheets and may discuss persistent negative behaviour with the child concerned and their parents. The Community Liaison Officer may support children and their families when a Red Stop Card has been issued if the school considers there is a need that can be met.

Exclusions

Exclusions will be the last resort, which the school takes in order to effectively manage the behaviour of pupils. Exclusion will only be used when it is deemed necessary if either (1) the behaviour shown endangers the health and safety and wellbeing of the child, their peers or staff members or (2) all other behaviour management strategies have been exhausted and the child's behaviour is still to an extreme which seriously impairs his/her learning or the learning of his/her peers. The Principal has the discretion to determine if negative behaviour warrants fixed term or permanent exclusion.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom. Staff will only use this power when totally necessary and as a last resort and will have been appropriately trained.

Lunchtime Behaviour

At lunchtime, the midday staff reward the five Golden Behaviours. Midday assistants and Bamford Buddies award stickers or Dojo Cards when a child shows Golden Behaviour. These are transferred to the child's dojo point system after lunchtime/playtime and count towards the total dojo points collected for that child. If a child does not follow the Golden Behaviours, the Sanction system is followed as noted above with a tracking lunchtime sheet being completed for each playground. In the event of an Amber / Red Stop Card being issued the child's class teacher is informed when the class is collected so that they may inform the child's parents.

Special Educational Needs

When a child is identified as having specific behavioural difficulties, the procedure for dealing with that child may differ to our three stage approach in order to best include the child and ensure the safety and wellbeing of the individual child, other children and adults. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be explained to all those who might have contact with the child at the school. The school will liaise with external agencies in order to support a child who is experiencing difficulties in managing their behaviour to best support the needs of the child. For some children whom find managing their own behaviour difficult, an Individual Behaviour Plan will be written and short term interventions put in place to address and improve these behaviours - this is carried out in liaison with the Inclusion Leader.

Developing Self Esteem and Self Discipline

Self esteem comes from respecting yourself and others, self discipline from managing your own actions, through an awareness of the boundaries that are set. Through the framework for rewards and sanctions, we hope the children will learn to celebrate their own achievements and that of others, but also appreciate the disgrace associated with stepping beyond those boundaries i.e. obtaining a 'Red

Stop Slip'. Hence the children will hold themselves and others in higher regard and learn to control their own actions.

Promoting Mutual Respect

In order to have respect for others we must all, adults and children alike, understand that we are all equal, irrespective of age, colour, religion, or position. We each have a right to be heard and each person's point of view has equal importance. Within school, through the 'Citizenship' project and P.S.H.E., we hope the children and adults will try to promote this attitude, so that each person is listened to and their opinion valued, and the school rule of 'being kind to others' is upheld.

Anti Bullying Policy

The school aims to educate its pupils about 'what' bullying is, the different forms it can take and assertive actions pupils can take to report any such instances. Through the school curriculum (P.H.S.E and national Anti Bullying Weeks), the school aims to promote a zero tolerance to bullying in any form and treats any form of bullying as a serious incident. Further details can be found in the school's anti bullying policy.

Promoting Respect for the Environment and Property

Through greater knowledge about the environment, not only in the immediate vicinity of the school but also further afield, the children will develop an interest in its well being. We hope to bring about this knowledge through our teaching in the National Curriculum subjects, the 'Citizenship Project' and P.S.M.E. Respect for other people's property can only be gained when the children appreciate other people's feelings and have an empathy with them. They also need to know how to share and to be grateful. They will also understand through the framework for sanctions, the school rules of 'being kind to others' and 'looking after our school' must be followed.

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