



Balby Central Primary School

Policy for Behaviour

Date of Policy: October 2016

Approved by the Governing Body:

Review Date: October 2017

'If you believe in yourself anything is possible'

Introduction

At Balby Central Primary School the aim for all children to **be the best they can be** encompasses the whole ethos and approach to the positive school climate centred around the word respect.

Respect for yourself Respect for each other Respect for our learning environment

There is a quiet yet firm insistence on high standards of behaviour at all times in order to create a safe, caring and enjoyable environment where learning can take place and children can meet challenge with success.

We acknowledge that every child in school has an entitlement to an education and working environment which is free from harassment, oppression or abuse (physical, verbal or psychological). We accept that is the responsibility of everyone in the school community to ensure that learning takes place in a caring and protective environment. Our approach reflects the demands of safety and consideration for others and is applicable to both children and adults.

We work alongside all stakeholders in school to help our children grow socially, personally and academically to develop a set of moral values, attitudes and beliefs based on reason, which lead to mutual understanding, care of the environment, self-discipline and courtesy. Our emphasis on praise and encouragement is approached with consistency across school and with a focus on children taking increased responsibility for their own behaviour and learning to learn ethos driven by the seven school 'Super Learning Powers'



Confidence

Resilience

Determination

Reflection

Effort

Talk

Collaboration



We believe children should be given opportunities to make choices, be accountable, to reflect upon their behaviour and to show initiative and responsibility as appropriate to their age and ability.

Behaviour - what we expect from our children:

- Be at school on time
- Take part in all class activities and complete home learning tasks
- Be polite to all adults
- Walk about school quietly and calmly
- Wait their turn to speak to others
- Care for the school environment
- Tell the truth
- Be proud of their appearance
- Follow class and playground rules
- Behave in a safe and appropriate manner when on school visits

We encourage children to

- Listen to adults and each other
- Consider each other's feelings
- Value and praise each other
- Work and play cooperatively and independently
- Admit to their own behaviour and accept responsibility for own actions
- Make amends and forgive
- Value and respect others for all cultures and backgrounds
- Care for school and personal property

Children can expect adults in school to

- Treat them with respect, encouragement and consistency
- Listen to them
- Value their achievement both individually and as part of a group
- Speak calmly, fairly and positively in a reasonable tone of voice
- Provide a level of care and safety
- Foster and strengthen home / school links
- Provide equal opportunities for all to succeed
- Involve children in decision making

Promoting Good Behaviour

We use whole school and class rewards to promote the ethos of the school. Children are recognised for their individual achievements both within class and as part of school assemblies. Adults set clear expectations and are positive role models to encourage children to take pride in their achievements. The strong inclusive approach to school uses many nurture approaches to ensure a positive climate is encouraged all of the time and children are supported when it is identified to be a specific need.

At Balby Central we use praise to encourage children to model great expectations of behaviour by

- Using the Good to be Green Behaviour System
- Awarding Class Dojos for learning behaviours and respect
- Encouraging children to share their work and success within class and as part of a wider audience
- Valuing work through quality display
- Thanking children who have worked well
- Giving responsibility for jobs in class and around school

- Giving encouraging and effective feedback for good outcomes in work

Good to be Green

Across the whole school the Good to be Green Behaviour Management system is used to encourage positive behaviour.

Although we stress positive behaviour with encouragement, praise and a positive atmosphere, there are occasions when children behave negatively and this has to be dealt with. It is the joint responsibility of all adults in school to manage behaviour problems through consistent implementation of this policy.

Each classroom has a chart with a named pocket for each child. Within each pocket are green, yellow and red cards which are used to clearly display the level of consequence children are at. It is expected for all children to remain on green by displaying positive behaviours as listed above. However, on the occasions where children do not behave in a positive way, the yellow and red cards are used.

Yellow Cards

Yellow cards are given for low level behaviour such as distracting others in the classroom, lack of motivation and concentration, fiddling excessively or arguing with others. Children will receive a yellow warning but if their behaviour continues then a yellow card will be put to the front of their pocket. The sanction will involve children missing a set amount of time off their playtime related to their age.

Red Cards

If a child does not change their behaviour following a yellow card, a red card may be given. As a consequence, the child will have a more serious sanction that involves a loss of privilege. This will mean either working away from their peers in The Den or a partner class or spending their lunchtime walking with an adult. On some occasions there may be a need to give a red card instantly without prior warning for serious incidents including

- fighting or violence towards others
- verbal abuse (especially of a racist, homophobic or sexist nature) which cause distress to other children
- damage or destruction of property
- theft

If a child receives a red card, a text message will be sent out after 2.30pm on the same day to parents informing them and asking them to contact school at their earliest convenience to discuss the incident with the teacher. We see this is an important part of the process to keep parents fully informed about their child's behaviour in school.

Class teachers will keep a record of any yellow and red cards given out across each week and will monitor closely any children who receive multiple cards. If a child receives 3 red cards, parents and the child will be asked to attend a meeting with a member of SLT to discuss their behaviour and put any necessary steps in place to try to prevent the negative behaviour from continuing. The member of SLT will monitor the child's work each morning and afternoon to ensure there is evidence of positive learning behaviours, respect and that the child is developing skill, knowledge and application. Monitoring will take place for an agreed length of time.

Children can earn back their green card during the same day and move back up the system as we encourage children to take ownership of their choices. At the end of every day they will change their card back to green ready for the next day.

Exclusion

Persistent negative behaviour or serious incidents may lead to exclusion. The factors leading to the Head teacher making this decision are complex - isolated serious incidents cannot be compared to less serious, but persistent incidents. However, both may warrant exclusion.

Exclusion for repeated less serious incidents is preceded by a warning to parents that exclusion is being considered if the behaviour pattern continues. Exclusion will be seen as a last resort for the school and is not taken lightly. It is only the Head teacher (or Assistant in the Head teacher's absence) who can do this. Reasons which will include,

- Highlighting the seriousness of the incident or a situation that has been developing over a period of time
- Punishing a child for a specific incident
- Providing a cooling off period for the child
- Protection of other children and staff
- Maintenance of the learning situation for other children

The school works very closely with a partner school in the cluster to support each other with behaviour. This is a valuable resource to provide an opportunity for children to review their own behaviours, consider the feelings of others and the impact which their behaviour may have on others. This resource provides an opportunity for the child to work closely with their parents and consider the reasons for our school behaviour policy.

At Balby Central Primary School we believe in the importance of positive reinforcement to allow children to take responsibility for themselves. At times however formal exclusion can be required and the school

follows clear guidelines from the Local Authority, informing parents , the chair of Governors and children to report the reasons, length of time and arrangements for the exclusion outlined.

Class Dojo

Class Dojo is an online tool used by all class teachers to award children points for their positive use of the learning powers. All staff can award Dojos for Confidence, Resilience, Determination, Reflection, Effort, Talk and Collaboration. Additionally, they can also earn dojos for Respect as we believe children can't be great learners without having respect for themselves, others and their environment.

Parents

All adults in school make every effort to liaise with parents to ensure we work together with shared values and a joint working approach to behaviour expectations. We are open, honest, supportive and welcoming, involving parents as much as possible where the needs and interests of the child are of paramount importance. We offer guidance with ways parents can support their children:

- Clear standards of work and behaviour expected
- Telling children not to retaliate
- Ensuring children attend school regularly
- Make sure homework is taken seriously
- Attend events for parents
- Helping children to be ready for school each day
- Read the weekly home / school communication 'Balby Broadcaster – Central News'
- Make sure children go to bed at an appropriate time
- Be positive with children taking an interest in learning and praising them
- Seeing each child as unique and not to compare with friends or siblings
- Work with school rather than against it
- Make appointments to discuss progress or problems
- Approach staff in a calm and reasonable manner
- Support school when sorting out problems

Lunchtime arrangements

At Balby Central we have a team of lunchtime supervisors who work together on KS1 playground, KS2 playground and in the dining under the direction of a senior lunch supervisor. Pulse attend each lunchtime to run different sports and physical activity sessions for each class. They also train children in school to be mini Pulse leaders to organise sessions with peers on the playground under the direction of Pulse Sports Leaders. An indoor games club is organised to give children opportunity to play different games, socialise and target children for social skill support. Designated members of staff assist children with football and in playing games. The Head teacher, Assistant Head teacher or Business Manager monitor behaviour and offer further support to the team during this period. Children who are part of a

jobs team carry out different activities around school including roles as personal assistants and office angels.

On the playground children line up in classes for hot dinners in the hall or packed lunches in the Year 5 and 6 shared area. Both at playtimes and lunchtimes children are given a signal to come in from the playground with a focus on independence to walk in a sensible and safe manner. Lunchtime supervisors follow the same behaviour systems found in the school day. If there are times when behaviour does not follow the school system routines are followed in line with Good to be Green.

If a child is not behaving positively, a warning is given clearly. If the behaviour continues, the child will be given a sanction.

If the incident is a low-level issue (such as arguing, name calling or rough play) the child will stand at the wall for a set time relating to the child's age.

For more serious issues (such as violence towards others, verbal abuse or damaging property) the child will walk with an adult for the entire duration of the playtime. Serious incidents will be thoroughly investigated by supervising staff and any decisions relating to sanctions will be communicated between staff. On each playground at lunchtimes, there will be two key staff members who must be involved in the communication process when dealing with more serious incidents. In extreme cases, senior staff may be involved.

Any incidents will be reported to the class teacher at the end of lunchtime and the class teacher will make the decision as to whether any cards need to be changed on the Good to be Green chart. Where appropriate parents will be contacted if any incidents are reported

All lunchtime supervisors wear high visibility vests so that children are able to clearly see them on the playground and fields. Children are not allowed to leave school premises at lunchtime.

Safety and care of property

We encourage children to make the right decisions to care for themselves and the school environment and to ensure the children remain safe. It is for this reason children are asked not to bring to school

- Their own play equipment for the playground
- Sweets or fizzy drinks for lunch boxes
- Jewellery, with the exception of studied earrings or watches
- Expensive items of clothing

Ethos

At Balby Central the ethos for our behaviour approach is based on a system where children are encouraged to think about how they perceive themselves, others and how they react to situations.

Children are encouraged to walk around school and treat everyone in the same way in which they wish to be treated with expectations based on expectations of living in a community where others are considered and respected. Good manners forms the basis of the standards expected as children are taught the skills to **be the best they can be.**

Appendix 1

Good to be Green- KS2

Balby Central Primary Whole School Behaviour Management System

All children start the day on GREEN

In the first instance of inappropriate behaviour- a clear warning is given.

"This is your first warning for"

Make it explicit to the child what the problem is so they have chance to rectify it.

If the warning is ignored- the child is given a yellow warning card to put into their pocket on the chart.

Explain why the child has received the card.

"You have been warned but you have chosen not to change your behaviour so this is the consequence"

Sanction- Loss of privilege

Child misses a set amount of their playtime

9 minutes of playtime (LKS2)

11 minutes of playtime (UKS2)

Children **must** be supervised in class by staff while they are staying in- not in middle areas. Children have a stopwatch and time their missed time themselves. If child is being kept in for lack of work, they can continue with their work but if the reason they are kept in is for something else, they must sit quietly and reflect on their choices.

After being given a yellow card, if behaviour does not improve- one more clear warning is given.
If there is not a sufficient response seen in behaviour- child is given a Red Card

Sanction- Loss of privilege-

Child is sent to the partner class for one session.

At the end of the session the child must see the phase leader before being allowed to return to their class

If the incident occurs before lunch time, the child can be told to spend their lunch time walking with an adult not talking and will sit away from peers when eating.

A text message will be sent home informing parents and requesting that they contact the class teacher to discuss what has happened.

Red cards can be given straight away (no warnings or yellow cards) for incidents that involve violence, swearing, damaging property or stealing.

If after spending one hour in the partner class the child's behaviour still does not improve any work they have not completed must be completed at home.

If children do not cooperate with this and they return to school without the work completed, parents will be called in to discuss the situation.

All children start the day on GREEN

In the first instance of inappropriate behaviour- a clear warning is given.

"This is your first warning for ..."

Make it explicit to the child what the problem is so they have chance to rectify it.

If the warning is ignored- the child is given a yellow warning card to put into their pocket on the chart. Explain why the child has received the card.

"You have been warned but you have chosen not to change your behaviour so this is the consequence"

Sanction- Loss of privilege

Child misses a set amount of their playtime- 7 minutes in Key Stage 1

Child misses a set amount of time of their choice session - 5 minutes in Foundation

Children **must** be supervised in class by staff while they are staying in- not in middle areas. Children have a stopwatch and time their missed time themselves. If child is being kept in for lack of work, they can continue with their work but if the reason they are kept in is for

After being given a yellow card, if behaviour does not improve- one more clear warning is given. If there is not a sufficient response seen in behaviour- child is given a Red Card

Sanction- Loss of privilege-

Child works in the middle area for one session.

At the end of the session the child must see the phase leader before being allowed to return to their class

If the incident occurs before lunch time, the child can be told to spend their lunch time walking with an adult not talking and will sit away from peers when eating.

A text message will be sent home informing parents and requesting that they contact the class teacher to discuss what has happened.

Red cards can be given straight away (no warnings or yellow cards) for incidents that involve violence, swearing, damaging property or stealing.

If after spending one hour in the partner class the child's behaviour still does not improve any work they have not completed must be completed at home.

If children do not cooperate with this and they return to school without the work completed, parents will be called in to discuss the situation.

step process.

	Strategy	Next Step
Step 1 Initial Support	<p>A Step 1 meeting to take place involving parents and the class teacher where steps will be outlined for a short term Individual Behaviour Support Plan.</p> <p>This will include clear steps to be taken which may include intervention by the inclusion team and/or in class support.</p> <p>A clear short term timescale will be agreed to review the impact of the support.</p>	<p>If the actions put forward in Step 1 are not successful the child will move to Step 2</p>

<p>Step 2</p> <p>Ongoing Support</p>	<p>As Step 1 but to also include:</p> <p>A Step 2 meeting to involve parents where a detailed Individual Behaviour Support Plan will be completed in liaison with the class teacher, parents, the inclusion team and phase leader which will include:</p> <p>A clear timetable of support strategies in place for the child and staff involved.</p> <p>Clear timescales for reviewing the support plan.</p> <p>Regular contact between parents and staff to communicate any changes in circumstances.</p> <p>Involvement of outside agencies and further support if required</p>	<p>Involvement of outside agencies and behaviour tracked through Local Authority Behaviour thresholds.</p> <p>Support accessed through Primary Learning Centre, Additional Resource Centre as a first point of contact</p>
--	--	--