



# BUSBRIDGE CE (Aided) JUNIOR SCHOOL

## Behaviour Policy



**This policy was updated in the Autumn term 2021**

**It will be reviewed in the summer term 2023**

### **Purpose of this Policy**

At Busbridge CE (Aided) Junior School we provide a learning environment that is safe and secure for the children in our care. The school has a positive attitude towards behaviour, which creates an atmosphere of friendly and relaxed relationships based on mutual respect and supported by a restorative approach.

### **Aims**

We aim to do this by:

- ◆ developing a Behaviour Policy that is supported and followed by the whole school community, including parents and carers
- ◆ rewarding and praising good behaviour
- ◆ resolving behavioural problems in a sensitive and consistent manner
- ◆ helping children to understand the consequences of their actions and choices
- ◆ fostering a caring, family atmosphere, a sense of community and shared Christian values
- ◆ ensuring that relationships between pupils and teachers are mutually respectful
- ◆ encouraging pupils to value themselves and others by respecting rights and tolerating differences.
- ◆ creating an interesting and stimulating environment in which children want to participate, cooperate and learn
- ◆ developing a culture where the children exercise self control and appropriate behaviour in a range of situations
- ◆ developing positive social skills in children and rejecting all forms of anti-social behaviour, especially bullying.
- ◆ Nurture, develop and encourage a restorative approach in children to resolve conflict.

### **Parents**

If unsuitable behaviour is becoming frequent parents are involved at an early stage and their input and support is highly valued. Consistent behaviour problems may mean that the parents are asked to cooperate in the writing of a Behaviour Action Plan. A Behaviour Diary may be kept and extra support given at school. Parents are also informed of major breach of behaviour through the restorative form that is sent home and discussed with the child, agreed, signed and returned to school.

### **Parents can help by:**

- recognising that an effective Behaviour Policy requires close co-operation between parents, teachers and children.

- discussing the school's expectations of good behaviour with their child, emphasising that they support the rules and by signing the Home School Agreement (please see appendix).
- attending Parents' Evenings and parents' functions and by developing informal contact with school
- understanding that good learning cannot take place without good behaviour
- remembering that staff resolve problems patiently and positively.
- understanding the purpose of the restorative approach we adopt and the children should take responsibility for their actions and recognise that there may be consequences to their actions

## **Strategies for Behaviour Management**

### **School Behaviour Charters**

Each class has a Charter, which is devised, agreed and signed by the children at the start of each school year and clearly displayed in the classroom. There is also, a Dining Hall Charter and a Playground Charter which are on display

### **Behaviour Modification**

At Busbridge Junior, the majority of children behave well. Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of all pupils, thus reducing the likelihood of negative behaviour. Staff encourage good behaviour through praise and reward. Our philosophy is to 'catch them being good', ie a positive praising good behaviour at every opportunity.

### **Rewarding Good Behaviour**

By using a positive system of rewards and reinforcing good behaviour, we foster children's positive self-esteem.

The variety of strategies used to reinforce positive behaviour include:

- ◆ verbal praise
- ◆ use of certificates, stickers for such things as listening, being kind, helpful, good work
- ◆ showing and celebrating achievements in assembly.
- ◆ Enabling the children to hold roles of responsibility throughout the school e.g. school council, librarians, play leaders, house captains.

Busbridge Junior School's reward scheme is based on house points, class rewards, the Teacher's Award and Ambassador's Award through which children can be rewarded for all aspects of good work and behaviour.

The children are divided into Houses. Children are awarded house points for thoughtfulness, being helpful, good work, and so on. Any adult within the school community can award house points. Each team's points are counted at the end of the week, and the winning team announced in the weekly Celebration Assembly. We hope that each member of a house will encourage the others to try their best in every aspect of school life. Individual and team achievements, for example sporting achievements, are also announced in assembly.

The class reward system benefits the whole class, thereby increasing teamwork and self esteem. Each class collects tokens, e.g. marbles, footballs, fish etc, until they reach a total of 25. When this total is reached, the class is entitled to a reward, which should last for approximately 1 hour. Any adult within the school community may award 1 class reward token for good behaviour or work. Appropriate class rewards could include: mufti, a board games session, activities on the field, a treasure hunt. Teachers discuss the options for rewards with the children.

The Teacher's Award is given weekly to at least 2 members of each class who are chosen by the class teacher. Attributes recognised by this reward might include: improved work, friendliness, kindness,

politeness, good/improved behaviour etc. Children will also receive a Teacher's Award for reaching 'outstanding choices' on the lass behaviour ladder.

Each half term, an Ambassador is chosen from each class by the class teacher and a special assembly is held to celebrate this, when certificates are awarded and their photo is then displayed in the entrance hall.

Individual certificates and incentive stickers are awarded throughout the year. Incentive stickers may be given to every child. In addition, each class teacher gives oral or written praise.

### **Sanctions**

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour. There are occasions, however, when a child's behaviour is unacceptable. A range of strategies can be used to help a child modify their own behaviour. A child should never be chastised physically or humiliated. Minor breaches of discipline are dealt with by the class teacher in a caring, supportive and fair manner, taking the age of the child and any individual need into consideration. Care is taken to criticise the behaviour not the child and often simply talking to the child is the most effective way of dealing with a problem.

### **A Staged Response**

Every child starts the day on the class reward chart at the 'ready to learn' stage. Children can be moved up the behaviour ladder to 'good choices', 'great choices' and 'outstanding choices'.

If a child's behaviour is interrupting their learning, or the learning of other's, the child may be moved down the ladder to remind them to 'think about their choices'. If a child is successful in redirecting their behaviour, they can work their way back up the ladder. If a child needs further support, their name may be moved to the 'teacher's choice' section of the ladder. At this stage, a teacher can make a choice for the child to help them resolve their behaviour issues. This might be a time out in another area of the classroom or in another class or it might be an opportunity for the child to speak to the teacher on a 1:1 at an appropriate time. (For example. lunchtime) If a child's negative behaviour continues, their name will be placed on the 'further action' stage of the ladder. The child is then sent to the Phase Leader for a restorative meeting where strategies are suggested and there is an official log of the meeting and incident. The child then takes a copy of the form to discuss with their parents and strategies to overcome the issue are agreed, signed and returned to the Phase Leader the following day. The parents are informed by the end of the day and issues are discussed by the class teacher.

Occasionally Stage 4 may apply immediately if the incident warrants such action, e.g. violent behaviour.

### **Time Out**

This takes place at lunchtime, with the teacher responsible, usually the Deputy Head teacher or Phase Leader. Children are asked to discuss what they have done wrong and suggest suitable ways of improving their behaviour. The child writes answers to a series of questions on a sheet, analysing what they have done and this is kept as a record. The Time Out folder is kept with the Deputy Head teacher.

### **De-escalation Strategies**

There may be occasions when de-escalation strategies will be used. These could involve the following:

- One to one discussion
- Removal from group/class/play area
- Carrying out a task around the school

- Identifying a 'chill out' area for an individual to go to
- Reference to Individual Behaviour Plan, if appropriate.

### **Strategies for Dealing with Major Breaches of Discipline**

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. Serious incidents, particularly involving violence will be recorded in a Behaviour Record Book kept by the Headteacher and may be noted in the child's record file. This book is not for minor incidents in day-to-day classroom management.

### **Strategies for dealing with significant behaviour incidents include:**

- ◆ withdrawal from the classroom to a place of safety in school
- ◆ an oral warning by the Head Teacher or Deputy Head Teacher concerning future conduct
- ◆ a phone call or letter to parents informing them of their child's behaviour
- ◆ a meeting with parents
- ◆ a case conference with parents and support agencies
- ◆ As a last resort, LEA fixed term or permanent exclusion procedures may be implemented.

### **Use of Physical Intervention**

When a pupil's behaviour presents a danger of causing significant harm to themselves or others, or to property, or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves (see Positive Touch Policy).

### **Supporting the needs of Individual Pupils**

We ensure that we are an inclusive school and that discrimination is avoided. Rules relating to school uniform and appearance will take appropriate account of cultural and/or religious needs.

We recognise that some behaviour can be a result of a special educational need or disability (eg ADHD, ASD or Tourette's Syndrome) or vulnerable circumstances and take account of this when responding. All these pupils are supported in a nurturing environment. Parents, additional support agency advisor are engaged in planning individual pupil learning and behaviour plans.

### **Recording and Monitoring Incidents of Unacceptable Behaviour**

The Deputy head teacher collates all data concerning serious behaviour incidents. This data is analysed on an individual and group (vulnerable, SEND, Pupil Premium etc) and anonymised data is presented to the governors termly. There are separate records made of incidents that occur on the playground and of those that are more serious, including discrimination. We aim to be inclusive and supportive of all children in vulnerable groups and monitor behaviour logs to ensure that any patterns are identified and addressed.

## **Appendix**

## 1. The School

### **We will:**

- support and care for your child
- aim to ensure that your child reaches his or her full potential as a valued member of the school community by rewarding positive behaviour and achievement
- try to be open and welcoming at all times and encourage you to become involved in the daily life of the school
- contact you promptly if there is a problem with your child's attendance or punctuality
- let you know as soon as possible about any concerns or problems that affect your child's work or behaviour
- provide a broad and balanced curriculum
- set, mark and monitor homework in accordance with the school policy
- send home an annual report and arrange parents' evenings during which progress will be discussed
- keep you informed about school activities through regular newsletters and notices about special events

Signed ..... (Head teacher)

## 2. The Parents/Guardian

### **I will:**

- see that my child goes to school regularly, on time and properly equipped
- support the school's policies and guidelines for behaviour and discipline
- attend parents' evenings and discussions about my child's progress
- support my child in homework and other opportunities for home learning
- let the school know about any concerns or problems that may affect my child's work or behaviour
- read the Parents' Handbook
- telephone the school before 9.00am if my child is absent and provide an absence note when my child returns to school
- ensure that my child wears correct uniform that is clearly named
- ensure that family holidays are not taken in term time

Signed ..... (Parent/Guardian)

## 3. The Child

### **I will try to:**

- be polite, kind and helpful to others
- follow the Class Charter
- do all my classwork and homework as well as I can
- bring all the equipment I need every day
- be punctual

Signed ..... (Pupil)