

Canon Barnett Primary School

Behaviour Policy

At Canon Barnett the School Values underpin the whole behaviour management system. We believe that positive reward and reasonable sanctions impact on the ability of children to make good choices about their behaviour. Canon Barnett expects all within the school community – teaching, support staff, governors, parents and pupils to play a role in achieving this aim.

The systems for managing children's behaviour are consistent throughout the school and are used when children are in the building, the playground and out of school on visits.

All classrooms and playground areas display the School Values which are:

- Integrity
- Independence
- Respect
- Creativity
- Ambition
- Resilience

Children are taught about how to make good choices to ensure that they feel safe and able to learn in school.

Good behaviour choices are rewarded with:

- Appropriate praise from adults around the school and in the playground – at lunchtime play, Midday Meals Supervisors (MMS) use a token system that supports individual and whole class Value goals – upholding the Value of the week
- Certificates in the School Values achievement assembly on Friday
- 30 minutes of Golden Time (a fun activity) on a Friday afternoon.
- MMS Lunchtime Play certificate - Class of the Week – reward a termly reward
- MMS event – Picnic in the summer – for class of the year – the class with the most 'class of the week' certificates will earn this annual treat for consistent positive behaviour.

Class rewards - Marbles in the jar

A teacher may choose to reward the whole class for positive learning behaviour. Marbles may be collected in exchange for a treat for the whole class. Teachers may give a class up to – at the discretion of the teacher – a number of marbles a day. Marbles can be earned through demonstrating behaviours that exemplify the six School Values around the school, in the playground, at lunchtime and on trips.

Positive behaviour is reinforced by the MMS by issuing tokens.

Examples of unacceptable behaviour

Violence

Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, biting and kicking are wrong and likely to hurt someone.

Abusive Language

We recognise that name calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

Stealing

The school deems stealing as the taking of another person's property without permission or legal right and without intending to return it.

Bullying

Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened or upset. It is usually more than an isolated incident but an individual incident will also be taken seriously. Staff are aware that bullying can occur both in the classroom, the playground and conducted online. Staff will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground.

If staff notice incidents of bullying they will first comfort the victim and then refer the aggressor to a senior staff member. The school has a zero tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified and incident forms will be completed and returned to the Local Authority.

Physical Intervention

The health and safety of staff and pupils is paramount at Canon Barnett Primary School. All challenging behaviours can be a potential risk to staff and other pupils in the classroom or other environments and should therefore be regarded seriously. A physical intervention is any use of force by one person against the force of another person. Any physical intervention used at must be through the agreed holds and ensure that the pupil is safe and the adult member is calm.

A planned physical intervention must be written in the pupil's behaviour support plan (behaviour plan) and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Please see the school's Physical Handling Policy for further details. Language must be kept to a minimum. All physical interventions should be recorded, by the staff member involved, on the Physical Intervention incident log sheet. This is an appendix in the Physical Handling Policy. Staff must report any incidents to the Head Teacher, Deputy Head teacher (if they are not already aware) or in their absence a senior leader.

Physical interventions should only be used as a last resort when staff has good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property.

Exclusions

In line with the guidance from the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the LBTH Exclusions Guidance Policy, the Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Lunchtime Supervision

The Mid Day Meals supervisors are responsible for the children during the lunch break. The same code of conduct and sanction and rewards of the rules, applies during the lunch break as at any other time. Children are expected to show respect to the school meals supervisors and to obey the rules. The supervisors are asked to make a note of any unacceptable behaviour at lunch time by writing in the Lunch Time Behaviour Book or issuing a Stop, Think and Go sheet. The Head Teacher or Deputy Head deal with problems that occur at lunch time.

Levels of behaviour, rewards and sanctions

Classrooms have a '**Stop, Think and Go (STG)**' space, which supports children to reflect on their behaviour choices, through specified time out or a reflection sheet. The playground has a Stop Think and Go bench, designated for time out and reflection on behaviour. The posters/sheets displayed in these areas are reminders to children of how to calm down and solve problems. Children may have to also complete a Stop Think and Go sheet.

There is a system of levels of behaviours and sanctions for when children make certain behaviour choices. See the table below:



Positive Behaviour Rewards and Sanctions



Level of Behaviour	Sanction for Behaviour	Issued by	Recorded
<p>Level 1: Things that mean a child should be warned</p> <ul style="list-style-type: none"> ❖ Disrupting other children when they are working, playing in the playground ❖ Deliberate disruptive behaviour, making loud noises, shouting at peers, adults ❖ Moving around the classroom/school building/playground in an unsafe way 	<p>Children are warned twice, the third time they are sent to the Stop, Think and Go desk/bench to reflect on their behaviour and/or complete a sheet - KS1 the sheet may be completed in pictorial format. The form is sent home for parents to sign and return.</p> <p>In the event a child is caught moving around school/playground in an unsafe way e.g. running, jumping down the stairwells, it must be reported to their class teacher. <u>If a child receives three warnings, the class teacher or adult must issue a stop think and go sheet. The child also misses some of their Golden Time</u></p>	<p>Class teacher, MMS, support staff</p>	<p>Stop Think Go folder: photocopy the sheet – <u>(in case the sheet is not returned)</u> – file the returned sheet in STG folder for behaviour monitoring purposes</p> <p>Lunchtime – MMS issue STG and give to teachers at end of lunchtime</p>
<p>Level 2: Things that mean a child may be sent to a buddy class (for 10 mins approx)</p> <ul style="list-style-type: none"> ❖ Refusing to do what an adult has asked, being disrespectful to an adult or peers; e.g. answering back in an aggressive way ❖ Pushing ❖ Snatching 	<p>Receives a Stop Think & Go</p> <p>Miss some Golden Time</p> <p>Sent to a buddy class (N/R/KS1, 5 mins, KS2 10 mins)</p> <p>Meet with parents to discuss behaviour</p>	<p>Class teacher, MMS, support staff</p>	<p>Stop, Think & Go sheet–<u>(in case the sheet is not returned)</u> – file the returned sheet in STG folder for behaviour monitoring purposes</p> <p>Lunchtime – MMS issue STG and give to teachers at end of lunchtime</p>

<p>Level 3: Things that mean a child should be sent to Deputy/Senior Leader</p> <ul style="list-style-type: none"> ❖ Racism ❖ Derogatory/swearing at an adult/child ❖ Kicking or hurting a grown-up/child ❖ Vandalism ❖ Stealing ❖ Bullying –explicit or linked to homophobic, sexist cyberbullying behaviour, continuous put-downs, saying unkind things several times, on purpose after a warning, including orchestrating bullying by involving others ❖ Where a child has been sent out twice in one day/week to a buddy class, the third time they must be sent to the Deputy/Senior Leader 	<p>25 mins of Golden Time missed</p> <p>If a child receives a Lev 3 STG sheet three times, the Deputy meets with their parents/carers</p> <p>Racist and bullying incidents investigated by Deputy, parents are contacted.</p>	<p>Reported by Class teacher, support staff/Midday Meals Supervisor (MMS) to Deputy/Senior Leader</p>	<p><u>Person reporting to Deputy/Senior Leader to complete an incident log and give it to the senior leader it is reported to. Once the incident is investigated, the completed form is given to the deputy head teacher to be filed in the whole school behaviour file</u></p> <p>Racist/Bullying records will be sent to the local authority</p>
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Processes that reinforce the School Values

- ❖ SLT members will hold a behaviour assembly attended by all staff, reinforcing the School Values each half term
- ❖ Teachers will review the School Values within relevant subject or classroom provision e.g. circle time, PSHE, Rights Respecting activities each half term to help children understand the reasons for completing stop, think and go sheets/reflections, to explain rewards and sanctions for upholding the School Values e.g. unpack language/vocabulary around the stop, think and go sheets and reflections
- ❖ The Friendship Squad is a group of children across KS1 and 2 who carry out a playground buddy role – children receive training in peer mentoring and coaching, playground games and monitoring and evaluation activities to measure their impact and how it contributes to whole school action plans on improving and sustain positive behaviour
- ❖ At the start of the year and transition stages, the positive behaviour policy booklet is sent out to parent
- ❖ If the child chooses level 1 behaviour the adult will say “[name of child], this is your first/second warning. Are you making the right choices..? If you continue you will move to the Stop, Think and Go space”.
- ❖ If the behaviour persists for a third occasion, the teacher will say, “[name of child], you are continuing to make the wrong choice..... Leave the carpet/your seat and go to the Stop and Think space”.
- ❖ If after 5 minutes the child is calm, invite them back to the lesson and start the process again, praising him/her for making a sensible choice.
- ❖ If the child continues to disrupt the lesson from the time-out space, then the teacher will tell him/her that the behaviour is “unacceptable” and send to the agreed buddy class to calm down and think about changing their behaviour. They stay in the class for 5mins (N/R/KS1) and 10mins KS2).

NB: No-one will ever miss all of Golden Time!

Events across the school that reinforce positive behaviour:

Praise for following the School Values
Anti- bullying Week
Rights Respecting Values and activities
Friendship Squad

Parents:

Parents’/Carers’ views are sought annually with a Parent Questionnaire which is analysed and changes to our systems are considered. However we welcome feedback from parents at any time. This can either be in writing or a ‘chat’ with a member of the Senior Leadership Team. At the start of the year and transition stages, the positive behaviour policy booklet is sent out to parents

Parents should report any concerns about children’s behaviour in school including racism and bullying to a member of staff. The Deputy Head teacher is the designated member of staff to deal with behaviour.

Recording, monitoring and reporting of incident sheets

All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. These are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. If required a copy is sent to the Local Authority. This monitoring is also reported to the Governors through the school evaluation process.

(EY) KS1 Stop, Think & Go Sheet

Name: _____ Year / Class

Date: _____ Levels: {circle} 1 2 3

In Class / Dinner Hall / Playtime/On the stairwell/other areas

Nature of Incident & Adult

STAFF PRINT NAME:

TIME OF INCIDENT:

Which Golden Rule did I break?

1. We are gentle.
2. We are honest.
3. We look after property.
4. We are kind and helpful
5. We listen to people.
6. We work hard.

I have circled how I feel about what happened



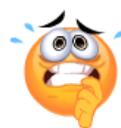
Sad



Angry



Worried



Scared

I chose to:

- shout
- damage school property
- ignore instructions
- hurt someone

I could have:

- been more respectful
- been kind
- used kind hands/ feet
- used my words

To show I am sorry I will...

Child's signature

Date

Parents please discuss your child's behavior with them, this shows that school and home. Work together on encouraging positive behavior. Sign below and return to the class teacher.

Parent Signature: _____

KS2 Stop, Think & Go Sheet

Registered name: _____ class /YR _____

Date: _____ **Circle which Level:** 1 2 3

In Class / Dinner Hall / Playtime/On the stairwell

Nature of Incident & Adult

STAFF PRINT NAME:

TIME OF INCIDENT:

Which Golden Rule did I break?

1. We are gentle.
2. We are honest.
3. We look after property.
4. We are kind and helpful
5. We listen to people.
6. We work hard.

What did I do wrong?



Why was this wrong?



How can I make this better?



Parents please discuss your child's behavior with them, this shows that school and home. Work together on encouraging positive behavior. Sign below and return to the class teacher.
Parent signature _____