

South Baddesley CE Primary School

Behaviour Policy

Aims

South Baddesley is a caring and inclusive learning community. All individuals matter and are treated fairly. Our daily work reflects our vision statement:

Strive - Believe - Shine

This vision statement is firmly rooted in verse from the Bible and is underpinned by our Christian Values.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5

Respect and Trust



Courage and Perseverance



Thankfulness and Peace



Our behaviour policy promotes these values. It aids the way that all individuals can work together in a supportive way so that everyone feels **safe, happy and secure**.

Our behaviour policy promotes good behaviour and sets **consistent expectations** for supporting behaviour and discipline at South Baddesley. All members of our school community have a role to play in the promotion of positive behaviour.

At the heart of our behaviour policy is our commitment to helping children to become happy, confident individuals with a strong moral purpose and sense of self-worth, so that they feel at peace with who they are and how they form relationships with others.

“Today you are you, that is truer than true. There is no-one alive who is youer than you”. Dr. Seuss

Expectations: At South Baddesley our expectations of pupil's behaviour and conduct are based on a shared set of principles.

- All pupils come to school to **learn** with the understanding that they are learning to grow and become **independent** and **valuable citizens**. They are active and valued members of a **community**.
- Individuals learn that **effective communication** is respectful and polite. Children learn to use appropriate language, tone and body language when communicating with others. Children know how to communicate in a positive way and understand why it is important.
- Pupils **listen** to other children and to adults. They learn to **take turns** when communicating, to be tolerant of others ideas and constructively challenge. Pupils learn to **ask questions** and **seek answers**.
- Children learn that making **mistakes** is a **necessary** part of the learning process and that our mistakes can be learnt from. Being able to **take risks** in their learning and trying new things is a celebrated skill.
- Above all we know that '**every day is a new day.**' We can always move forward and try again to do our best.

Role of the Headteacher :It is the responsibility of the Headteacher to implement the school behaviour policy consistently. The Headteacher supports the staff to implement the behaviour policy.

The Headteacher monitors **behaviour reports** and when necessary, shares this information sensitively with parents. The Headteacher keeps records of all reported serious incidents of misbehaviour, including bullying and racism. Governors are provided with reports on the effectiveness of this policy.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of the children in the school. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious incidents. The Headteacher is also responsible for permanently excluding a child if necessary; however, this action is only taken after consultation with Governors. Any exclusion is in-line with Hampshire County Council's policy for exclusions and advice is always taken from HCC Inclusions Officers.

Role of Staff Members: It is the responsibility of all staff to promote the school behaviour policy by providing positive role-models to the pupils and by actively reminding them of the expectations set out in this policy. All members of staff have high expectations of all pupils' behaviour and recognise when children demonstrate good conduct. All staff follow the school's systems for rewarding positive behaviour, as well as knowing when to apply consequences as set out in this policy.

Role of Pupils : Pupils must agree to consistently work towards the expectations set out in this policy and support their friends in this.

Role of Parents: When pupils start at South Baddesley, they sign up to a Home-School Agreement (appendix two) and annual Class Charter. Parents are expected to adhere to the Home-School Agreement and to support the actions of the school. When parents have questions in relation to the administration of the behaviour policy they should raise their queries with their child's class teacher, with a senior member of staff or the Headteacher. Updates to the Behaviour Policy are shared with parents through the school's normal lines of communication.

Promoting Positive Behaviour

We have adopted an **Incredible Years** approach to promote positive behaviour in a wide variety of ways.

Rewards for learning and behaviour are given individually and collectively through our Colour Team approach. Children are given daily and weekly opportunities to earn colour tokens for their team. Each term the team who collects the most token receives a 'team treat.'

- Each class creates an **annual class charter**. The charter is designed around how the children want to 'feel' in their classroom. Throughout the year our Heartsmart curriculum and additional social and emotional workshops teach children about the behaviours they need to demonstrate these feelings. Children sign to agree to this charter and it is shared with parents via the school website.
- **Each class has a system for collecting credits towards class rewards.**
- Across the school children may receive Explorer points, Values awards or Wonderful Manners awards.
- There is a weekly celebration worship to recognise children who have made specific achievements during the week. As part of this celebration, children are able to collect colour tokens for their colour team.
- Our academic award is linked to the concept of **SBS Explorers**. Each week children receive 'Explorer trophies and certificates' for academic success at all levels.
- When children demonstrate the core values of the school, they are given a leaf for the 'Values Tree.' The fourth leaf is a 'golden leaf' and this is recognised in the weekly celebration assembly and shared with the school community via the newsletter. **A colour token is given for a 'golden leaf.'**

- Pupils may be sent to any other member of staff to share good learning and behaviour and this may be rewarded with an Explorer sticker.
- **Tokens and/or stickers** may be given at unstructured times to recognise good behaviour.
- We value **pupil voice** through **our curriculum, including PSHE and Learning Circles.**
- We actively teach children to understand what a **Growth Mindset** is.
- We promote the use of **Restorative Justice** to enable pupils to problem-solve and move forward. This includes the use of the 'narrative approach,' 'friendship contracts,' SBS Plans and the use of resources such as 'Equaliise' (appendix three).

Awards

Each class has class rewards that are specific to the age and stage of the children in the class. The rewards are firmly linked to the Class Charter.

In addition, children can receive the following rewards across the school.

Explorer Points	Academic performance
SBS Values Awards	Demonstrating the SBS Christian Values
SBS Wonderful Manners Awards	Using exceptional manners

All of these awards are recorded within each child's individual portal on Arbor and parents are able to access this page to see the awards that their child/ren are receiving.

If a child demonstrates exceptional academic or personal behaviour in school, an automated email is sent home to parents to alert them to this 'good news.'

On a Friday during our celebration worship an Explorer Trophy and certificate is given to one pupil per class. They are able to keep this trophy on their desk for the following week. During this worship, team points for each of the colour teams are shared. Pupils and staff can see the progress each team is making and a record of the weekly awards by viewing the SBS Friday Award site within Google.

Class Consequences

At SBS all classes follow a three strikes system. Where possible, the teacher will give a pupil a non-verbal reminder of expectations. If this non-verbal reminder does not stop the behaviour issue, a first strike is given verbally and staff use scripted reminders. Staff aim to recognise improved behaviour within 5 minutes.

If a pupil's behaviour does not improve after the first warning a second strike is given and this is recorded discretely. Again the staff member uses the same scripted response.

If the child's behaviour continues to escalate, the child is asked to leave the classroom and go to a workstation in a different classroom to complete a 'reflection' sheet. They return to their class for the next lesson and complete any missed work during a break time.

Scripted response:

I noticed that you are.... (having trouble to/ struggling to get going/ wandering around the classroom....). State what the problem is.

Do you remember last week/yesterday when you.... What you want to happen.

That is who I need to see today. Reminder.

Thank you for listening. Gratitude.

Consequences

Unstructured times:

If children need reminding of the expectations in the behaviour policy, they may be shown a **yellow** card. **The use of the Restorative Justice questions are used to help children problem-solve.**

If this behaviour continues, they may be given a **blue** card. The blue card will be sent to the class teacher who will then at a time suitable to them discuss the event with the child and follow appropriate procedures as a consequence.

If a child's behaviour is physical, threatens the safety of themselves and/or others, swears aggressively at others, makes a racist, sexist or homophobic remark or the pupil attempts to abscond, they will be given a **red** card and sent directly to the Headteacher or Senior Teacher. **A red card event will be recorded in the school behaviour log and the parents will be informed.** When a red card is given a behaviour log form must be filled in (appendix one).

Structured times:

Each class has their own code of conduct linked to their class charter. This is used to positively promote good behaviour. However, if a more serious incident occurs the code of conduct will be bypassed and the pupil will be sent directly to the Headteacher or Senior Teacher. Such an incident will be recorded in the behaviour log and the parents informed. A behaviour log form will be completed (appendix one). The following actions are considered to be extremely serious: physical

attacks, behaviour that threatens the safety of themselves and/or others, swearing aggressively at others, making a racist, sexist or homophobic remark or attempting to abscond.

When time-out is used from the classroom, the children must complete their learning during a break time. Children cannot miss another subject due to poor behaviour; they must miss their break times.

When an internal exclusion from class has been given, pupils must be offered alternative breaks from the rest of the school.

Date approved by Governors: **1st October 2015**

Policy reviewed: **September 2021**

Next review date: September 2022

Appendices:

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by Carol Dweck (psychologist - 2006) from her book [dweck.com](http://www.dweck.com)



South Baddesley CE Primary School

Behaviour Policy - **Child Friendly**



We explore, achieve and learn together

At school, our behaviour reflects our Christian values:

- Respect and Trust
- Courage and Perseverance
- Thankfulness and Peace



Showing our Christian values helps me feel safe, happy and secure. It helps me have a growth mindset, to learn to the best of my ability, and to **respect** myself and other people.

I know that I choose how to

At SBS, I know that I am in charge of making good choices, and behaving in way I can be proud of. I know that if I am finding this tricky, I can talk to any of the adults in school, and they will help me. (**trust**)

How do I know what the rules are?

Each class has its own class charter, developed by the children in the class.

How is good behaviour rewarded at SBS?

At SBS, we believe that by rewarding good behaviour, we make it happen more!



In my class I can earn a credit for showing good learning behaviours and **perseverance**. We work together as a class to earn an end of term reward.



I can be rewarded in community assembly for working hard in my learning with a pencil and a token for my colour team.



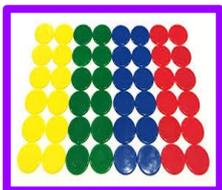
Any adult in school can give me a leaf for our values tree, for showing our **Christian values**. It is given to me in community assembly, along with a token for my colour team. If I earn 3 leaves, the fourth leaf is gold, and I earn a gold badge, which I can be very proud of!



If I am very proud of my work, I might get the chance to share my work with the headteacher, deputy headteacher, or another adult in school.



When I show good manners in school, **thankfulness** and **respect** for other people, I can be given a good manners sticker, and a token for my colour team.



At the end of the school term, the colour team that has the most tokens gets a team treat.

What will happen if I make a poor choice?

We believe that children learn through the consequences of their actions. Making a poor choice, or showing unkind behaviour leads to a consequence.

We use a Narrative Form to talk about incidents that have happened. It helps make

sure that everyone's viewpoint about what happened is heard, and that everyone's thoughts and feelings are taken into account. I might be asked to apologise for a choice I have made - which may feel like a personal **sacrifice**.

Playtimes lunch and moving through the school

- Adults will use a **yellow card** to let me know that I need to change my behaviour.
- If I don't change my behaviour, an adult will give me a **blue card**. This will get passed on to my teacher, who will talk to me about what has happened, and give me a consequence.
- **Red cards** are given for serious behaviour incidents. If my behaviour makes me or someone else unsafe, if I swear at someone, or make racist, sexist or homophobic comments, I will be sent straight to the headteacher or deputy headteacher. My parents will be called, and a consequence put in place.



In the classroom

My teacher will follow our classroom charter.

If I keep behaving poorly in the lesson, or show red card behaviour I will be sent straight to the headteacher or deputy headteacher. My parents will be called, and a consequence put in place.

I will have to make up any learning I have missed from the lesson in playtimes.

At SBS, we demonstrate the Christian ethos of **forgiveness**, and know that each day is a new day.

From September 2020 we will be continuing to implement the new SBS Safety Rules.

The link to the film below should help children and families to understand

what these rules are:

<https://prezi.com/v/76yjswos-v9 /sbs-safety-rules/?preview=1>