

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 mission statement:

We explore, achieve and learn together.

Our school is underpinned by our Christian Values of:



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 managing 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 other's 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 must 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). 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 and Learning

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

- Each class creates an **annual class charter**. 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**. Credits are turned into colour tokens and contribute towards the end of term reward.
- There is a weekly celebration assembly to recognise children who have made specific achievements during the week.
- 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.'**
- The school marking scheme includes '**gold stars**' that can be turned into credits.
- Pupils may be sent to another member of staff to share good behaviour and this may be rewarded with a sticker.
- **Tokens** may be given at unstructured times to recognise good behaviour.
- We value **pupil voice** through **School Council** 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.
- We **celebrate achievements** each term through **Celebration Assembly**.

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). We use a **narrative approach** to enable us to **listen** to all viewpoints.

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**

Review date: **July 2018**

Mid-cycle review completed: **May 2017**

Appendices:

1. Behaviour Log Form
2. Published in Home-School Agreement
3. Department of Education Guidance for headteachers and school staff 'Behaviour and Discipline in School,' February 2014
4. Links to Physical Restraint Policy, Safeguarding Policy, SEN Policy and SEN Code of Conduct
5. HCC Guidance on Exclusions
6. Growth Mindset
7. SBS BEST

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.