

Bubwith Community Primary School



Behaviour Policy

Introduction

At Bubwith Community Primary School we seek to foster a secure, caring atmosphere where each child is valued as an individual. We believe that every opportunity should be taken to enhance self-esteem by praising children's achievements. Mutual respect and co-operation are encouraged between children, staff, parents, governors and the wider community. We aim to build on positive values, by searching out good examples and rewarding these. We always emphasise the positive rather than the negative aspects of children's behaviour and work. We apply our approach to behaviour consistently throughout the school and standards are set in a fair but firm way.

Aims

At Bubwith Community Primary School, we aim to:

- create a caring and inclusive environment in which children feel safe and valued as individuals
- create a good working atmosphere which is conducive to learning
- promote within the school community, kindness and good manners
- encourage the children to be tolerant and sensitive to the needs of others
- encourage children to try their best at work and play
- develop self-discipline

We will do this by actively promoting the following qualities:

- effort
- kindness
- politeness and good manners
- sharing
- respect

We will actively discourage:

- aggressive behaviour, including fighting, kicking, spitting and biting
- bullying in any form, including cyber-bullying
- rudeness, including answering back inappropriately or swearing
- vandalism
- lack of effort
- dishonesty, including stealing and extortion

We believe that there are 3 rights to which everyone at Bubwith School is entitled:

- Everyone has the right to learn
- Everyone has the right to respect
- Everyone has the right to be and feel safe

The qualities and rights should be referred to by members of the school community when actively and positively encouraging someone to behave appropriately.

Responsible Personnel

All adults who come into contact with the children have an obligation to ensure the safety and well-being of the children and encourage good behaviour. These include:

- the headteacher
- the teaching staff
- supply teachers
- members of the teaching support staff
- the School Admin team
- the dinner supervisors
- the cook and kitchen assistant
- the caretaker
- parent helpers and other volunteers

It will be necessary for all responsible adults to be familiar with the policy and to apply the rules fairly and consistently to all children. Each person should make particular effort to observe children demonstrating aspects of good behaviour and praise them accordingly. All discipline should be issued in a calm, quiet way so that the children are not humiliated. The children should be quite clear what is expected of them.

It is the responsibility of the class teacher to keep records and have an overview of the children's behaviour within his/her class. It is also the responsibility of all staff to report incidents to the relevant class teacher for note in the class record if an incident has been dealt with outside of the classroom. Staff should use the lunch time/ break time behaviour proforma. See appendices for class behaviour recording template and lunch/break time recording template.

Parental Support

The school recognises that parental support is needed in order for the policy to work and that it is vital that there is co-operation between home and school. There is a copy of this policy on the school website for parents to access and they are given a shortened copy of this policy when their child enters school. A slip has to be signed and returned to school to show that they agree to support the policy. We also expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

Promoting and Recognising Appropriate Behaviour

In order to promote good behaviour, the following strategies will be used:

- non-verbal praise e.g. a smile or a nod
- verbal praise
- a weekly 'Thank you' book
- Awards of House Points
- A prize for when awarded twenty house points
- Acknowledgement in assembly weekly for the winning house team
- Half termly celebration (an extra break time) for house point winning team
- Star of the Week certificates and prize e.g. a pencil

Weekly 'Thank You' Book

This book is kept in the hall and any adult working in school may record the names of any children who deserve special praise for any aspect of good behaviour e.g. being helpful, polite etc. Children give their own suggestions on occasions and parents / carers also contribute to the book. Names are then read out in our whole school Friday 'Celebration Assembly' with all names entered into a house points prize draw which is completed weekly.

House Points

All children across school are grouped into houses. Children may be awarded house points by any adults in school for good work, effort, behaviour, good manners, etc. House points are totalled at the end of each week. Whenever a pupil achieves 20 house points a prize is awarded in class. A running total of points for houses and individuals is kept – house points are shared weekly in Celebration assembly and at the end of each half term the winning house is awarded a prize of additional minutes of playtime.

Star of the Week Certificate and Prize

Each week at least one child per class will be selected by their class teacher as the 'Star of The Week'. Nomination for this award could be for a variety of reasons e.g. improved skill such as handwriting / tables recall; gaining confidence to speak in front of others; additional effort in a certain subject area/ with homework and any other such achievements that the class teacher feels is worthy of special recognition in a whole school assembly. Prior to the assembly teachers will complete a certificate for their chosen 'star' stating the child's name and reason for nomination, which will then be awarded during the Friday Celebration Assembly and accompanied by a small prize (e.g. star of the week pencil). Stars of the Week are celebrated in the weekly school newsletter.

To discourage inappropriate behaviour

- Teachers, at first may well use an appropriate non-verbal gesture (frown/ raising of the eyebrows) to indicate that the behaviour is inappropriate.
- The teacher may draw the child's attention to the inappropriate behaviour verbally using the Bubwith Rights statements.
- Within each class teachers will have a traffic light behaviour tracker consisting of amber and red sections. Each child is assumed to be 'on green' at the beginning of each day. Should the strategies above not be successful, the teacher may note the child's name against either the amber or red section of the traffic light in response to unwanted behaviour.
- A child in the amber area may miss a small amount of his/ her play time as decided by the class teacher and the pupil in question. The child will stand aside from other pupils playing outside and remain by the yellow/ orange shed to the side of the playground.
- A child would be placed in the red section for serious inappropriate behaviour – the class teacher will use their discretion to decide upon an immediate and appropriate sanction for the pupil (usually loss of breaktime/ lunchtime privileges). In addition to this, if a child goes into the red zone this is noted in the class record book and parents may be contacted.

Further strategies that may be used include:

- Parental involvement (as necessary and decided by the class teacher or Headteacher)
- Behaviour modification Programme
- Involvement of outside agencies
- Lunch time exclusion
- Fixed term exclusion
- Permanent Exclusion

Playground behaviour

If a child behaves inappropriately during a play time or lunch time break, the adult on duty should take the following actions depending upon the severity of the behaviour:

- Non-verbal gesture (frown/ raised eyebrows)
- Draw the child's attention to the inappropriate behaviour verbally using the Bubwith Rights statements.
- If the behaviour is inappropriate and the adult believes that some time away from others/ out of their preferred playtime activity would help the child to refocus and behave better, they may ask the child to stand aside from the other children and remain by the yellow/ orange shed to the side of the playground. The length of time is at the adult's discretion and should be age and incident appropriate. Class teachers will be informed.

- For very serious incidents, the child should be sent inside to see the Headteacher.

Playground Behaviour Record

Any incidents of inappropriate and unacceptable behaviour during lunch time or break time should be recorded on a Playground Behaviour Record sheet and handed to the relevant class teacher to keep with the class behaviour records.

Half termly Analysis of Behaviour:

At the end of each half term the Headteacher will complete an 'Analysis of Behaviour Incidents' record by looking at the class log and identifying any pupils for whom there may be patterns of regular behaviour incidences. This enables staff to monitor behaviour incidents/ offenders/ times of day/ triggers etc so that strategies can be implemented.

Parental Involvement

As a school, we are pro-active in contacting parents / carers to discuss issues which arise throughout the year. In situations where inappropriate behaviour is repeated despite the use of appropriate strategies to discourage it, teachers will contact parents / carers to discuss the behaviour.

Behaviour modification

Special programmes may be set up to encourage good behaviour, for example the use of a personalised sticker or reward chart, for certain individuals who need support in modifying their behaviour. Such programmes will be drawn up in consultation with the Special Needs Co-ordinator/ Headteacher and with the child involved. They will also be discussed with parents / carers so that all are clear on the desired outcomes and the child is supported. Rewards will be negotiated between the child and the class teacher.

Outside agencies

Advice from outside agencies may be sought whenever a child does not appear to be responding to the school's approach and further specialist guidance is required. Parental permission will be sought before referral to an outside agency is made.

Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force in Schools 2013'. Staff only intervene physically to restrain children if a child is in danger or hurting him/herself or others. The actions that we

may take are in line with government guidelines on the restraint of children. This is reflected in the school's Physical Restraint Policy.

Exclusions

The headteacher has the power to exclude a child from school for one or more fixed periods, for up to 45 days in any one school year if the circumstances warrant this. The headteacher may also exclude a child permanently. The decision to exclude will only be taken:

- In response to serious breaches of this policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the other pupils in the school.

In most cases a range of alternative strategies will have been tried before exclusion is considered. There may be circumstances where, for example, violence is involved, when exclusion would be used for a first offence. However, this would only be used when the headteacher has had the opportunity to consider the incident in question following a full review.

If the headteacher excludes a pupil, s/he informs the parents / carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The governing body has a committee which is made up of no fewer than three governors. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Further information regarding exclusions can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

Concerns

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher at a mutually convenient time. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, parents/ carers can contact the school's governing body. If this still proves unsatisfactory, a formal grievance or appeal process can be implemented.

Behaviour for Learning

At Bubwith School we explicitly teach behaviour for learning. We teach the pupils how to behave to show that they are:

- in a settled and calm state and focussed (ready to learn)
- actively listening/ engaging with teacher modelling (I do)
- able to work cooperatively with adults and peers to improve knowledge and understanding (we do)
- able to apply skills and knowledge to specific tasks independently (you do)

We promote these learning behaviours with a series of posters displayed in all learning spaces throughout the school. We also have a 'quality teaching and learning framework' for teaching staff to use as a guide for developing this learning behaviour model with the pupils. (See appendix)



Ready to Learn



Where you should be



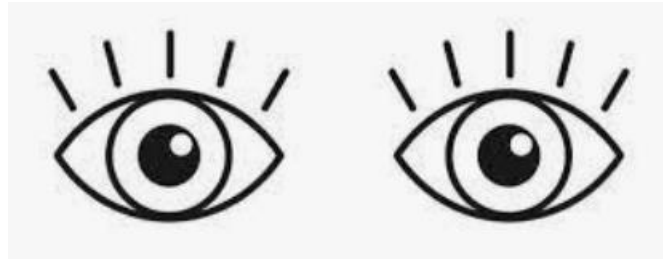
No distractions



What do you know already?



I do (Teacher)



Watch the teaching



Listen carefully



We do



Discuss



Resources

Ready



Explain and Question



You do



Be independent



Work in silence



Persevere. Be prepared to fail.



Resources Ready

Recording and Evaluation

These are built into the scheme and its success will be evident through the behaviour of the children and the atmosphere in and around school. Consultation will continue between school, parents / carers, pupils, governors and the wider community to ensure the effectiveness of the approach.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school's policy is administered fairly and consistently.

Review: This policy shall be reviewed every 3 years or earlier if changes are required.

Last Review: September 2023

APPENDIX 1

Behaviour Log

Class: _____

Term: _____

Incidents Involving A Pupil Being Placed onto 'Red' on the behaviour chart/ 'Concerning' behaviour			
Pupil Name	Date	Description of incident	Action Taken

Incidents of discriminatory or prejudice behaviour			
Pupil Name	Date	Description of incident	Action Taken

Names of any pupils whose behaviour is becoming a cause for concern (i.e. too frequently on 'amber'	
Pupil Name	Nature of concern (e.g. too often calling out in class)

APPENDIX 2

Behaviour Log Academic Year: 2023-24

Class: Lunch Time / Break Time

Please fill in and hand to class teacher for inclusion on class record

Incidents involving a Pupil Being Placed onto 'Amber' / being asked to stand aside from others for a short period of time			
Pupil Name	Date	Description of incident	Action Taken

Incidents Involving A Pupil Being Placed onto 'Red' on the behaviour chart/ 'Concerning' behaviour			
Pupil Name	Date	Description of incident	Action Taken

Incidents of discriminatory or prejudice behaviour			
Pupil Name	Date	Description of incident	Action Taken

APPENDIX 3

QUALITY TEACHING AND LEARNING

PRIOR TO TEACHING NEW CONTENT



1) ESTABLISH ROUTINES

Establish routines that encourage children to be ready to learn. For example, children line up in a single file quietly before entering their classroom; they go straight to their tables and look at the teacher ready to learn.



2) BUILD ON PREVIOUS LEARNING

Establish what the children already know and identify children's new learning, using summative and formative assessment. Ensure new learning builds on previous learning.



3) PROVIDE FEEDBACK

Provide feedback from previous learning; address any misconceptions before moving on.



4) LINK NEW LEARNING TO PRIOR KNOWLEDGE

Activate prior learning. Plan how you will link new learning to previous learning.



5) RETRIEVAL PRACTICE

Provide opportunities for retrieval practice to support the storage of knowledge into long-term memory.



6) DAILY REVIEW

Plan opportunities for daily review of previously learnt content to support long-term memory of content.



7) AGE-APPROPRIATE

Ensure that (for the vast majority of children) the anticipated learning outcome reflects the national curriculum objectives or knowledge organiser for the year group. If it does not, have a clear rationale for this (eg: consolidating previous learning based on assessment).



8) PREREQUISITE KNOWLEDGE CHECK

Carry out a prerequisite knowledge check. What knowledge must children already have in order to be successful in their new learning?

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QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO
DIRECT INSTRUCTION



1) ESTABLISH PURPOSE

Establish purpose. Share intended outcomes. Link learning to previous learning.

2) EXPLAIN CONTENT CLEARLY

- Don't ask questions: teach the new content
- Use visual representation, allowing thinking and processing time (for example, in science, a simplified diagram of the heart).
 - Use simple diagrams (with no words/labels)
 - Avoid using speech and text: children cannot listen and read simultaneously
 - Using speech and diagrams together aids learning



3) ENSURE ALL CHILDREN ARE PAYING ATTENTION

Expect all children to be watching and listening. Reduce extraneous cognitive load.

4) MODEL

- Walk through the process to show children an example. Repeat. (For example when teaching children to add 3 digit numbers)
- Teach in small steps to reduce cognitive load
- Provide ambitious high quality examples (for example, in writing, a model that includes the writing features expected of the children or in reading, a model answer that children can aspire to).
- Use correct subject-specific terminology



5) THINK ALOUD

Model the process whilst thinking aloud (for example: model choosing specific vocabulary to have a particular effect).

6) GIVE EXPLICIT INSTRUCTIONS

- Pick your spot
- Face the children and stand still
- Don't 'multitask' when giving instructions
- Never talk over the children
- Formal Tone
- Economy of language



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QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO
GUIDED INSTRUCTION



1) INTERACTIVE INSTRUCTION

- Provide scaffolded examples for children to complete
- Prompt and support guided tasks
- Use talk partners to support language development (provide sentence stems: I think... because...)

2) CHECK FOR UNDERSTANDING

- Teacher asks questions using a variety of:
 - Cold calling - no opt out
 - Use focus children (low/middle attainers)
 - Choral responses (or call and response)
 - Think, Pair, Share
 - Ask open ended questions: What have you understood?
 - Bounce questioning around to hear multiple responses from children.
- Use mini whiteboards to ensure participation from ALL children.



3) DEVELOP PUPILS' RESPONSES

- Use universal prompts such as:
 - Tell me more.
 - What makes you think that?
 - How do you know?
 - Why is that important?
- Provide sentence stems:
 - I know... because...
 - I think that... because
- Feign ignorance so that children elaborate on their responses.

4) PROVIDE ADDITIONAL MODELLING OR CLARIFICATION

Establish how confident pupils are. Return to the 'I DO' phase if necessary and provide further modelling.



5) CHILDREN ASK QUESTIONS

Provide opportunities for children to ask questions.

6) DECIDE WHEN TO MOVE ON

Establish whether pupils are ready to move into the independent phase.



QUALITY TEACHING AND LEARNING

I DO; WE DO; YOU DO
INDEPENDENT PRACTICE



1) PROVIDE SUCCESS CRITERIA

Provide success criteria so pupils know how to be successful

2) SET EXPECTATIONS (TORN)

- Time | Outcome | Resources | Noise level

For example: 'You have 15 minutes to write 2 paragraphs in the front of your book. We're going to complete this in silence so that everyone can focus.' Check in with children. 'How long do we have? How many paragraphs do you need to write?'



3) 'STRUGGLE' TIME

Allow 'struggle time' so children have an opportunity to apply independent learning skills.

4) ENSURE ALL CHILDREN ARE ON TASK

- Narrate the positive: 'I like how Mark has made a quick start' or 'Fantastic handwriting from James, what a great start!'
- Deliberately scan the room for off-task behaviour: be seen looking.
- Move around the room and walk between the tables. Stand at the corners where you can monitor all children's work.
- Anticipate 'off-task' behaviour. Redirect children with the least invasive intervention necessary:
 - Proximity; eye contact; nonverbal; recall previous positive or small consequences.



5) PROVIDE SCAFFOLDING

Provide scaffolding to allow all children to access the learning. Link this to prior attainment, interventions and IEPs.

6) MONITOR CHILDREN'S PROGRESS RIGOROUSLY

Monitor children's progress rigorously. Circulate the room and know what you're looking for. For example, checking ALL children's handwriting on their first sentence, or checking ALL children have correctly calculated the first question in maths.

- Carry out live marking
- Provide 1:1, small group or whole class feedback
- Use mini-plenaries

