****

Sandal Castle VA Community Primary School

Behaviour Policy

**Policy**

This policy is based on advice from the Department for Education (DfE) on:

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils,
* Sections 88-94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property.

**In particular Section 91 of the Education and Inspections Act 2006 defines reasonable punishment as: “The penalty must be reasonable in all circumstances and that account must be taken of the pupils age, any Special Educational Needs, disability they may have, any religious requirements affecting them.”**

**Our School Values**

We strongly believe that successful learning can only begin to take place when all members of our school community feel safe, valued and respected.

As a caring community, we have worked with all stakeholders to ensure that our school can provide a safe and happy learning environment that respects individuality.

We have five Behaviour Characters who help us embody our school values in everything we do.

We have a right to give and receive **help.**

We have a right to receive **respect**, give **respect** and **respect** our environment.

We have a right to **learn.**

We have a right to give and receive **kindness.**

We have a right to be **safe** and keep others **safe.**

**Safe Daley Lucy Learn Katie Kind Harry Helpful Ruby Respect**

Our school values are based on our rights and responsibilities. They aim to help our children develop and grown into young adults who can make appropriate choices about their behaviour, reach their full potential and go on to make a positive contribution to their community. We believe our Christian Ethos promotes our rights and the consistent approach to behaviour management.

All members of our school community are aware of their rights and the responsibilities that our values come with.

|  |  |
| --- | --- |
| Our Rights | This means we have a responsibility to |
| We have a right to be safe and keep others safe. | Act in such a way that no-one is worried by or frightened of our actions. |
| We have a right to receive respect, give respect and respect our environment. | Treat ourselves, others and property with respect. |
| We have a right to learn. | Act in such a way that does not disrupt the learning of others. |
| We have a right to give and receive kindness. | Be kind to others and treat them how we would like to be treated. |
| We have a right to give and receive help. | Use our words or other appropriate means to ask for help. |

**Children:**

**Adults in School:**

|  |  |
| --- | --- |
| Our Rights | This means we have a responsibility to |
| We have a right to be safe and keep others safe. | Act in line with school and LA policies. |
| We have a right to receive respect, give respect and respect our environment. | Treat ourselves, others and property with respect and act in a professional manner at all times. |
| We have a right to learn. | Make sure we deliver stimulating and appropriate learning opportunities for all. |
| We have a right to give and receive kindness. | Be kind to others and treat them how we would like to be treated. |
| We have a right to give and receive help. | Use our words or other appropriate means to ask for help. |

**Adults out of School:**

|  |  |
| --- | --- |
| Our Rights | This means we have a responsibility to |
| We have a right to be safe and keep others safe. | Act in an appropriate manner on the school grounds to ensure safety within our community. |
| We have a right to receive respect, give respect and respect our environment. | Treat ourselves, others and property with respect and act respectfully in our dealings within the school community. |
| We have a right to learn. | Support our children’s learning opportunities and take opportunities ourselves when available. |
| We have a right to give and receive kindness. | Be kind to others and treat them how we would like to be treated, whilst supporting the school ethos and values. |
| We have a right to give and receive help. | Use our words or other appropriate means, to ask for help and receive communication from school around our children. |

**What you expect to see in classrooms and around school**

Adults working in school are committed to modelling appropriate behaviours and delivering a consistent set of expectations around behaviour.

* All classrooms will have a Golden Time Chart, showing 30 minutes of Golden Time.
* A Minutes Off Tariff will be displayed to show how many minutes should be lost for particular behaviours.
* All classrooms will have a white, orange and red circle. These will display who in that class is currently on a report card.
* We use ClassDojo to record our behaviour tokens.
* We walk on the left through school and pause at the doors.
* We have a signal to stop and listen outside - an adult will use a whistle and then raise their hand.
* We have designated places to line up at the end of playtime and lunch time.
* At lunch time, we have a one-way system to come in and out of the building.

**We strongly believe that rewarding desired behaviours is the most effective way to promote positive behaviour choices in and around school.**

**Positive Praise and**

**rewards may include…**

Use of Behaviour Tokens

Verbal praise

Commenting on positive behaviour

Non-verbal signal

Celebrate your work with another teacher/ special adult in school

Work displayed on the wall

Work shown in class

Word with parents at the end of the day

Taking work to the Headteacher

Postcard home

Star of the Week

Mathematician of the Week

Star Reader

Gold Card Award

**Whole School Rewards**

**Behaviour Characters**

Throughout school children work hard to earn Behaviour Tokens for their team. These are earned by showing the five traits of our Behaviour Characters and embodying the school vision and values. The Behaviour Tokens are recorded on ClassDojo are collated each half term by the Assistant Headteacher for Inclusion.

Each half term, the team which has collected the most Behaviour Tokens for the focus character will win a voucher for their classroom. This can be used for items such as; provision, books or a class treat.

**Golden Time**

Golden time is a Behaviour Management Tool which is implemented for most children throughout school.

Children start the week with an “entitlement” to 30 minutes of Golden Time on Friday. Children can lose Golden Time for negative behaviour choices - this is in line with the Minutes Off Tariff - their name will be moved on the display to show minutes lost. If a child keeps all 30 minutes, a biscuit will be given during Golden Time cooked by the school kitchen.

During Golden Time there is a designated area for children to reflect upon their choices for the number of minutes they have lost.

In line with our behaviour policy some children access the whole school reward system in a modified format.

**Certificates**

Each week certificates will be awarded during Celebration assembly. For each class these will consist of -

* Two ‘Star of the Weeks’
* Mathematician of the Week
* Star Reader

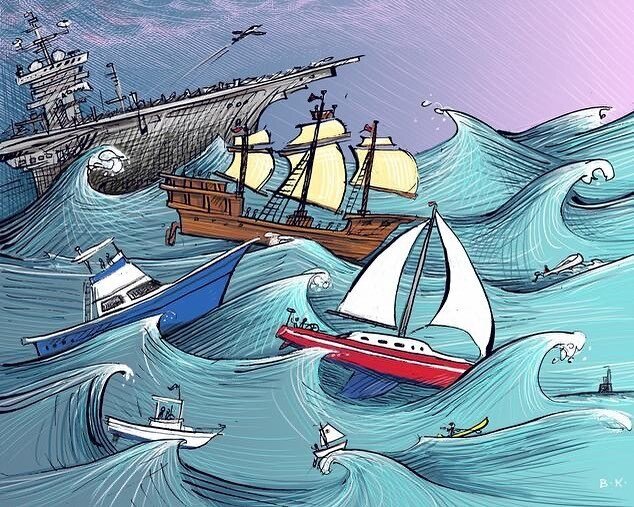
TTRockstars awards will also be given to those reaching the top of the leader boards.

Each term, two children from each class will be awarded a Gold Card Certificate. These will be given to children who are consistently embodying our values.

**The Whole School Rewards work alongside classroom-based rewards and individualised reward systems.**

**Strategies and Consequences**

**We are all in the same ocean,**

** but not in the same boat.**

**As an inclusive school, we are aware that the behaviour policy may not suit all children. For these individuals, personalised plans have been made.**

In accordance with Section 91 of the Education and Inspection Act 2006, some children with additional needs or who are in circumstances that are known to make them vulnerable may need a significantly differentiated approach to behaviour management. This may include individual targets and rewards, an individual Behaviour Management Plan or a Wellness Recovery Action Plan (WRAP). For these children we adopt ‘rubber boundaries’ - boundaries that bend and flex but never break.

**Low Level Strategies may include…**

Proximity praise (see Glossary, page 20)

Adult to sit with the individual/ group

Redirection

The teacher ‘look’

Move seats in class

Initial lack of cooperation

Consistently not accepting reasonable reminders

Reminder of previous successes

Not attempting ability appropriate work

**Low Level Incidents may include…**

One off name calling

Inappropriate language

If all appropriate strategies are exhausted, here are the school agreed consequences-

* Loss of Golden Time minutes
* Loss of play time minutes -this can be used for children who need a more instantaneous consequence. The child will be expected to sit on the wall for their allocated minutes in line with the Minutes off Tariff.

Poor work due to lack of effort

Emotion Coaching Script (Appendix 6)

Low level disruptive behaviour

Tactical ignoring (see Glossary, page 20)

Reminder of expectation and consequences

**High Level Strategies may include…**

Removal from the situation

Wellness Action Recovery Plan

Organised check-in time with a familiar adult

Opportunity for restorative conversation

Behaviour Management Plan

Consistently repeating low level incidents

Loss of privileges

If all appropriate strategies are exhausted, here are the school agreed consequences-

* Loss of Golden Time minutes
* Loss of play time minutes -this can be used for children who need a more instantaneous consequence. The child will be expected to sit on the wall for their allocated minutes in line with the Minutes off Tariff.
* Report Card Process followed (see page 11)
* Children on report will not be able to represent school for the duration of their report.
* Children may be withdrawn from class and work elsewhere for a period of time.

Significant teasing/ bulling

Consistently involved in negative incidents

Consistently taking part in minor level incidents

Refusal to cooperate with reasonable instruction

Swearing and rude gestures intending to hurt

Malicious untruths

Time working in another class

**High Level Incidents may include…**

Report—White

**Reason:** repeating low-level behaviour or high-level behaviour

**Duration:** 5 days starting the day after the report is issued

**Staff responsible for check-in and restorative work:** A teacher within the year group (different to class teacher)

**Communication with parent/carer:** Class teacher to speak with parents either in person or on the phone giving the reason for the report and date due to end report

**Admin:** Class teacher to log on CPOMS when issued. Information to be included - end date and designated staff member. Class teacher to provide report cards.

**Report Card Process**

Child to come off report.

Restorative conversation/work with child.

CPOMS log by person taking child off report—to include date and brief detail of the restorative practice

Child to come off report.

Restorative conversation/work with child.

CPOMS log by person taking child off report—to include date and brief detail of the restorative practice

Child to come off report.

Restorative conversation/work with child.

CPOMS log by person taking child off report—to include date and details of meeting had with parents/carers

Should a child be absent whilst on report the days will be completed on their return to school.

Should a child’s behaviour not improve following a red report a meeting will be held to devise an individualised plan.

Report—Red

**Reason:** behaviour not improved during 5 days on orange report

**Duration:** 5 days starting the day after the orange report ends

**Staff responsible for check-in and restorative work:** Brooke Russell/Andrew Carter/Jake Harrison/Moira Hunt

**Communication with parent/carer:** staff member designated for check-in to speak with parents either in person or on the phone, giving the reason for the report being escalated and date due to end report. Restorative meeting to be held in school with child, parents, class teacher and staff member responsible for check-in

**Admin:** Class teacher to log on CPOMS when issued. Information to be included - end date, meeting date and designated staff member. Class teacher to provide report card.

Report—Orange

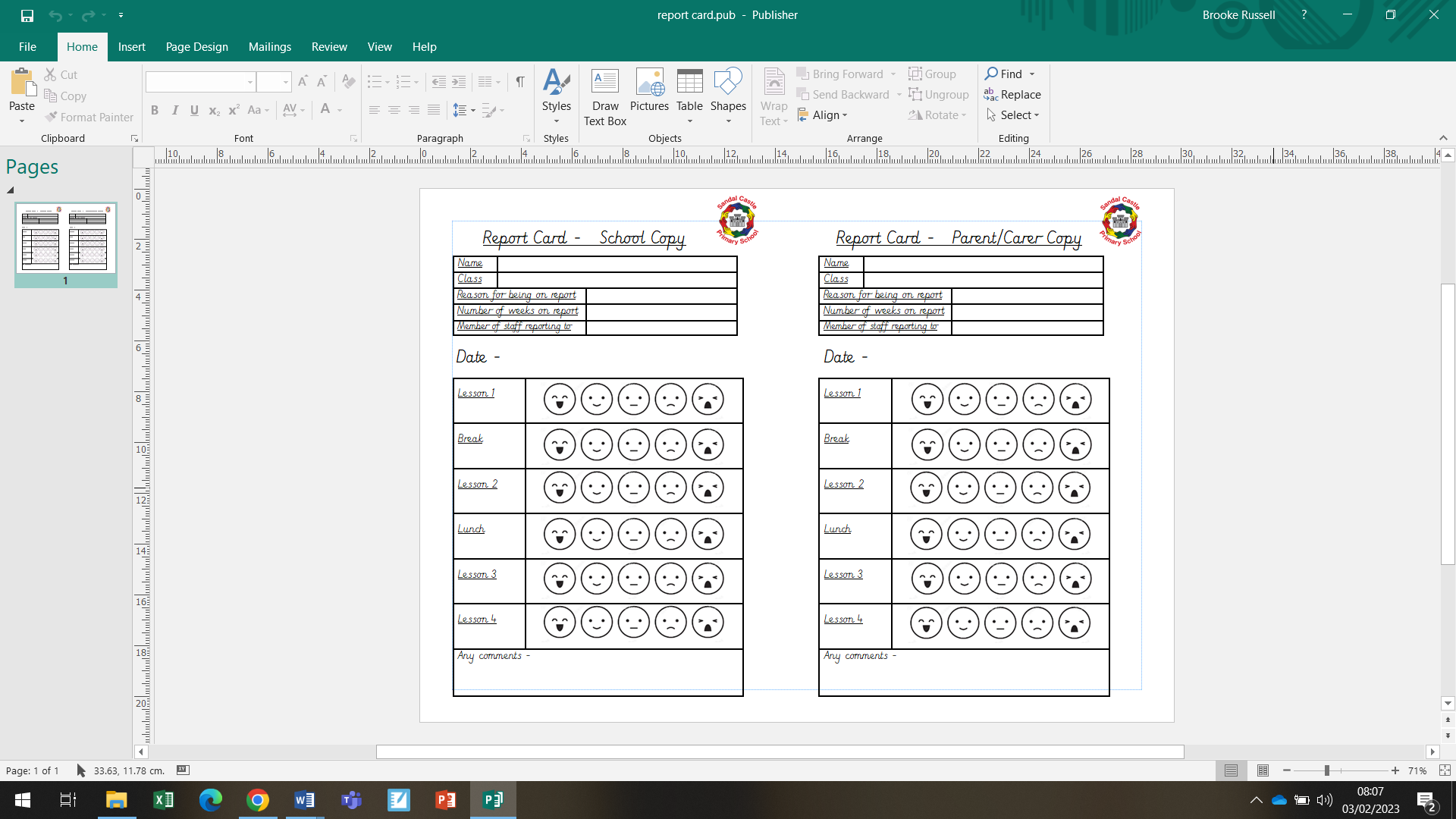
**Reason:** behaviour not improved during 5 days on white report

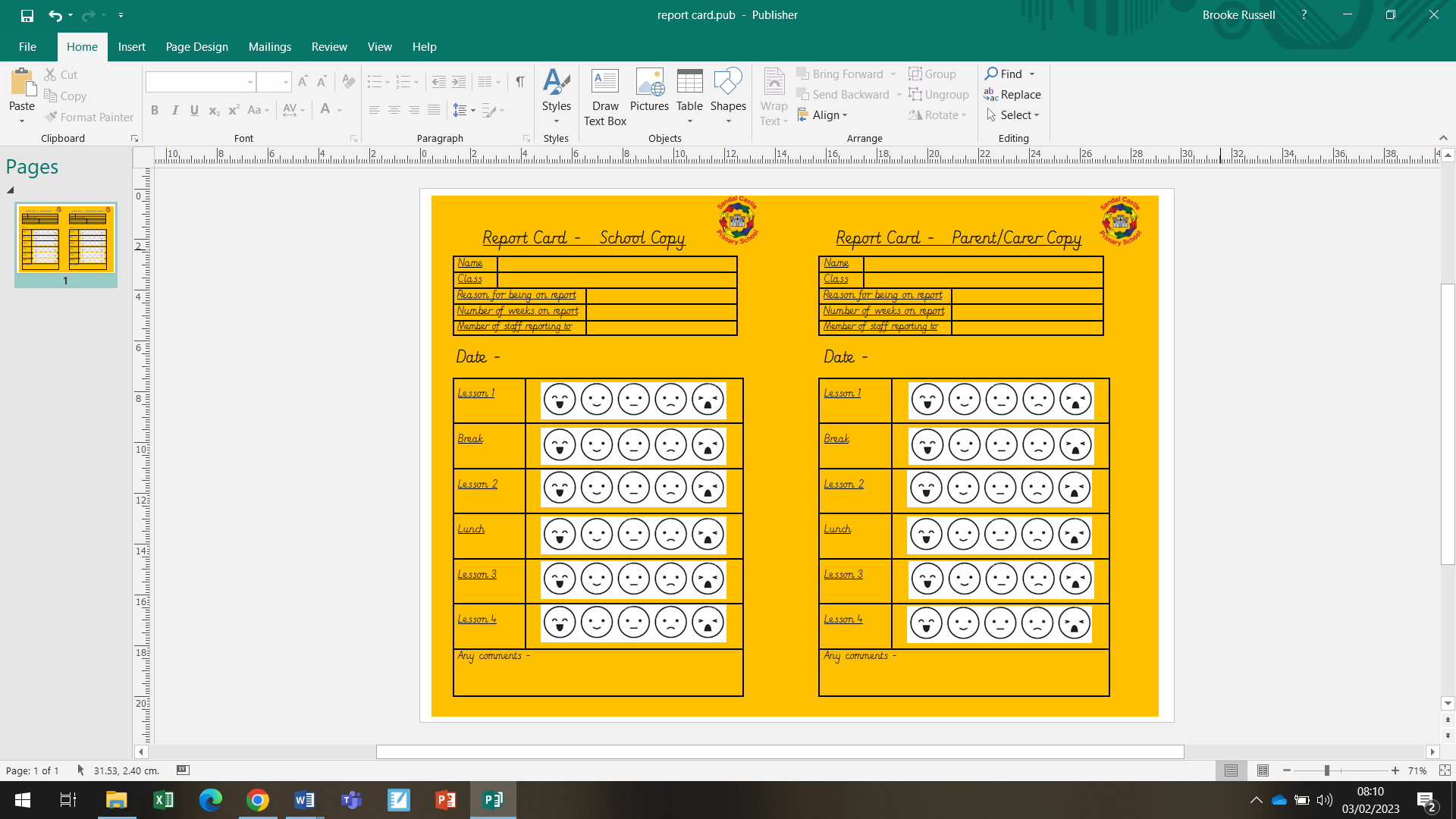
**Duration:** 5 days starting the day after the white report ends

**Staff responsible for check-in and restorative work:** Lauren Gouldsbrough/Keeley Moses/ Lucy Egley

**Communication with parent/carer:** staff member designated for check-in to speak with parents either in person or on the phone giving the reason for the report being escalated and date due to end report. Orange card letter to be sent home with the child and expectations for completing ‘Next time I will’ explained.

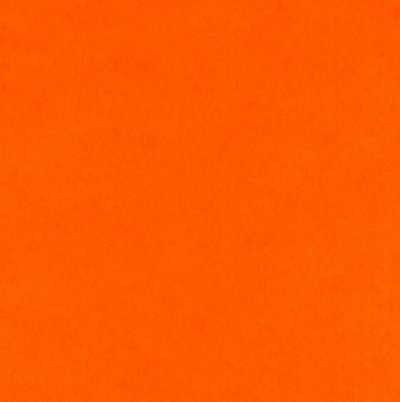
**Admin:** Class teacher to log on CPOMS when issued—information to be included- end date and designated staff member. Class teacher to provide report cards and ‘Next time’ sheet.

Appendix 1-

Appendix 2-

Appendix 3-

Date:

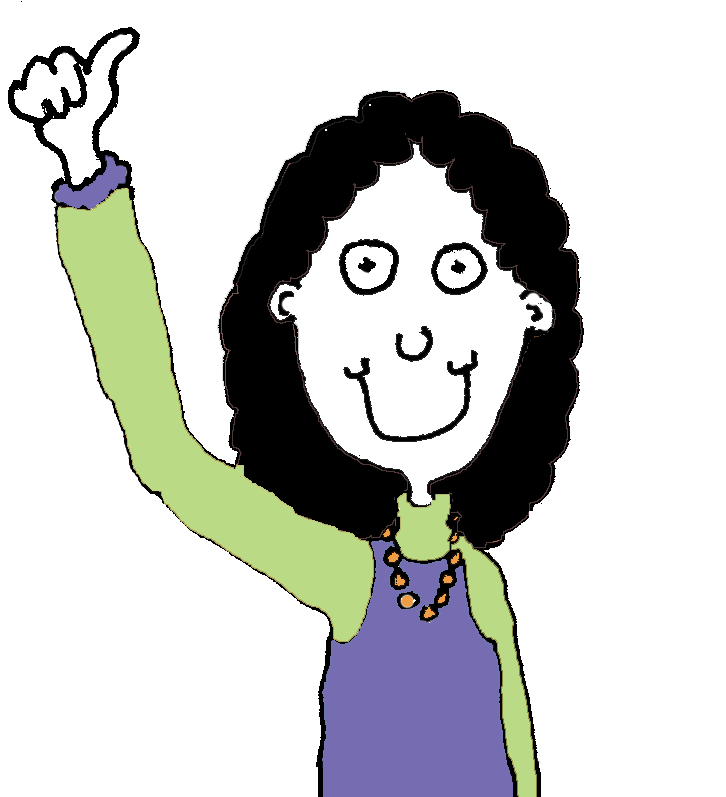


**Today has been given an orange card.**



We want to make sure that we give all our children the opportunity to learn from their mistakes and teach them new ways of dealing with difficult situations.

As part of our commitment to working together to help our children learn more appropriate responses, we would like you and to spend some time discussing the “Next Time I Will… “sheet.

doesn’t have to write their responses but we do ask that they can talk through the sheet, particularly how they will do things differently in the future, with their teacher tomorrow.

If you would like to discuss anything further, please contact school.

01924 303525

Who was involved

**Next time I will…………..**

**What happened?**

Who was involved? Where did it happen? When did it happen? What were you feeling? What did you hope to gain?

**Which characters rule did I break?**

Keep ourselves and others **safe**

**Respect** ourselves, each other and our environment

Be **helpful**

Be **kind**

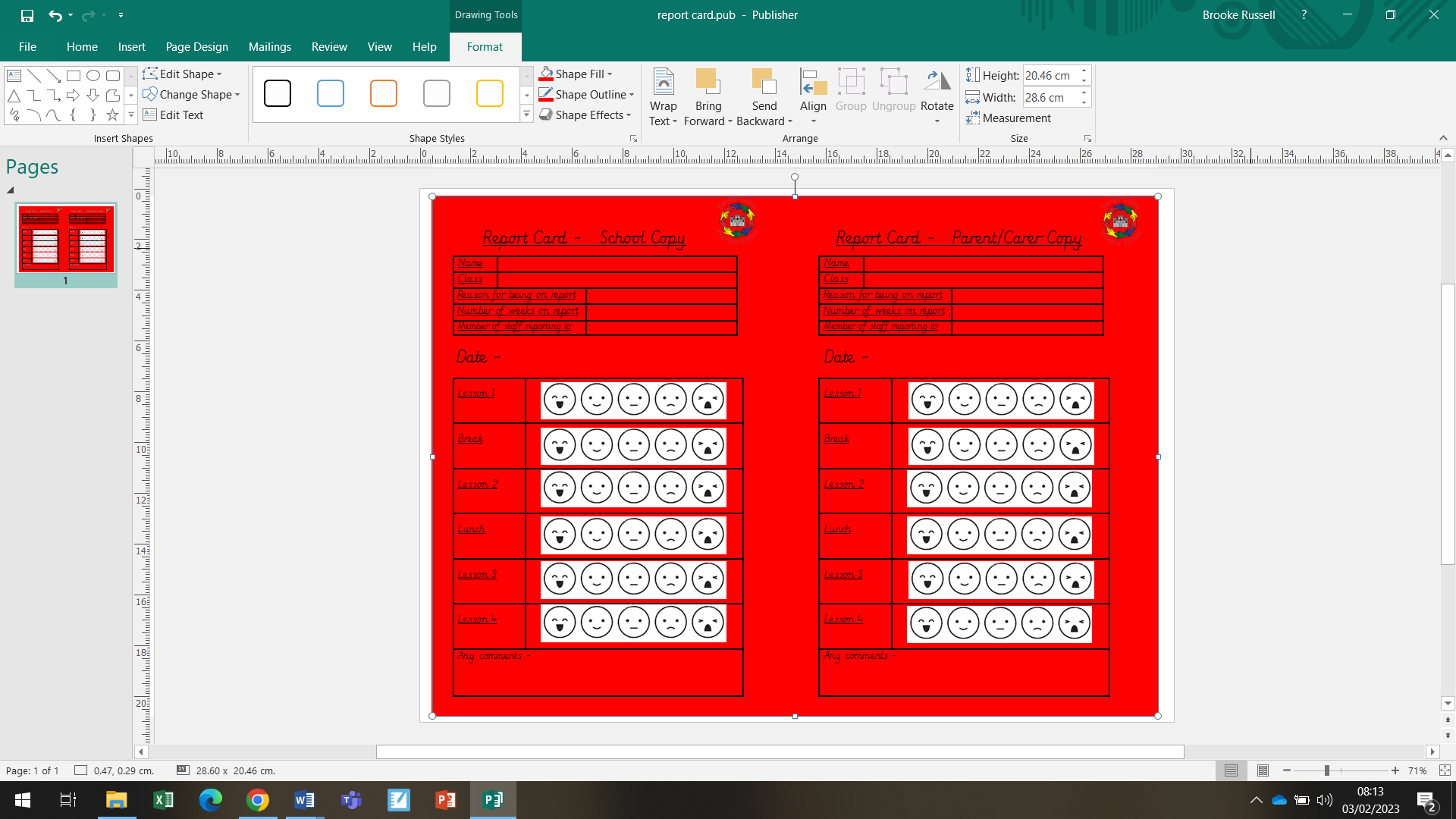
Always do our best to **learn**



**Safe Daley Lucy Learn Katie Kind Harry Helpful Ruby Respect**

**What could I have done differently?**

**What I will do next time.** This is the most important section as we can’t change what has happened but by learning from our mistakes we can make sure it doesn’t happen again.

Appendix 4-

Appendix 5-

DATE:

**Today …………………………….. was given a red card.**

I know you will be disappointed by …………………………. behaviour and will want to work with us to support………………………..to learn from this mistake.

Please phone school on 01924 303525 to arrange a time to come into school so that we can plan how best to support………………..

****Appendix 6- Emotion Coaching Script

**Emotion Coaching Role Play- 5 year old**

5 year old Richie and friend are building a car and someone else jumps into the driver’s seat/ Richie reacts and thumps his mate.

Emotion Coaching

**Adult:** I can see by your eyes that you’re feeling really cross right now and are not having fun any more. Let’s go and chill a bit.

Child and adult sit on a bench. Child has shoulders up around his ears, face is scrunched, fists are clenched and is turned away from the adult. The adult sits quietly next to the child, occasionally looking but not staring.

Pause.

**Adult:** I can see you’re calming down because your face is not so scrunched up any more and your shoulders are more relaxed.

**Child**: Nods.

**Adult:** Your friend got in the driver’s seat first. I’m wondering if that made you feel really angry because you wanted to be first in the car you’d made?

**Child** looks up: Yes, it’s not fair. I made the car. It’s mine, not his.

**Adult:** So you felt that because you’d built most of the car it was your right to be the driver and not his?

**Child**: Yes

**Adult:** I know you felt that this was unfair (pause). You know we have rules on how to share equipment.

Pause. Child nods.

**Adult:** Hitting other people is dangerous because people can get hurt. Can you think of another way you could have let your friend know you were unhappy?

**Child:** Dylan, this is my car and I am the driver?

**Adult**: great start. I’m wondering if Dylan perhaps thought it was both your car as he built it too?

**Child** nods: Well…. He could have sat next to me?

**Adult:** Good idea Richie. Dylan could have sat next to you on your adventure. Perhaps you could take it in turns so he got a turn too?

**Child**: Hmmm… yeah, maybe.

**Adult**: I’m wondering where Dylan is now? He seemed to be really shocked. He wasn’t expecting that. Shall we go and find him?

**Child:** I’m not saying sorry….

**Adult:** You don’t feel like apologising right now. But shall we just go and check that he’s ok?

**Child:** Ok.

When adult and child arrive back at the car, without prompting, Richie said:

**Child:** Alright Dylan. Sorry I hit you. Let’s drive together.

**Glossary of Terms**

|  |  |  |
| --- | --- | --- |
| **Term** | **Example** | **More information** |
| **Tactical ignoring** | Tactical ignoring is the teacher’s conscious decision to ignore certain behaviour and keep the focus on the flow of the lesson, or on acknowledging and reinforcing good behaviour. | https://osiriseducational.co.uk/blog/2012/10/02/bill-rogers-tactical-ignoring/ |
| **Proximity praise** | when you draw attention to individuals or groups of children engaging in positive behaviour | https://beaconschoolsupport.co.uk/newsletters/how-to-supercharge-tactical-ignoring-with-proximity-praise |
| **ACE’s** | Adverse Childhood Experiences | https://youtu.be/-UXFYBnzmsc |
| **Behaviour**  **Specific Praise** | “Bob, I like the way you held the door, that was really kind” Rather than “Bob well done for being kind” | https://www.youtube.com/watch?v=BHPuuFkRMYA |
| **WRAP** | Wellness Recovery Action Plan | See Staff Shared |
| **Emotion Coaching Script** | Emotion Coaching is an Evidence-based strategy based upon the work of John Gottman.  Emotion Coached children are better able to:  control their impulses, delay gratification, self soothe when upset, pay attention,  As a result Emotion Coached children,  Are more emotionally stable/resilient,  Achieve more academically in school,  Have fewer behavioral problems,  Have fewer infectious illnesses. | See StaffShared>Documents 2022-2023> Behaviour 22-23> Emotion Coaching Training Slides Part 1  See Appendix 6- Emotion Coaching Script |
| **Golden Time** | Golden time is positive classroom management strategy where a period of the timetable is dedicated to rewarding children for making positive behaviour choices. | https://www.circle-time.co.uk/our-approach/golden-time/ |
| **Restorative Practice** | **Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.** | <https://www.youtube.com/watch?v=gJJxbn1VjYo>  See page 13- Report Card process. |
| **Other Useful Resources** | | <https://www.youtube.com/@beaconschoolsupport500>  <https://www.teamteach.co.uk/>  https://www.circle-time.co.uk/ |