

Central Schools Trust



**INCORPORATING BALSALL COMMON PRIMARY
SCHOOL AND DAMSON WOOD NURSERY AND
INFANT SCHOOL**



flourishing together

Behaviour Management Policy

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Introduction

Within the Central Schools Trust (CST), we maintain a positive atmosphere and promote a sense of community in which every child and adult is respected and valued. Behaviour is managed most successfully when staff use positive strategies to reinforce appropriate behaviour and marginalise the behaviour that is inappropriate. In each school community, we feel that encouragement always work better than punishment.

High expectations of behaviour develop respect, responsibility and relationships. Parameters of behaviour need to be discussed, agreed and set, thus ensuring the safety and well-being of all. Within the structure of each of our schools, there exist several school-specific reward systems which all work in alignment with CST's positive ethos.

All members of our CST community accept responsibility for maintaining excellent behaviour throughout the school. Expectations of behaviour and class rules are shared with all pupils at the beginning of each school year. These are revisited regularly during Circle Time and assemblies. Rules for the classroom, playground and school are clear and succinct and should always be written in a positive way. These rules are discussed at length with the pupils and reasons are given for them, e.g. everyone should walk to the left hand side of the corridor to avoid collisions!

Every class follows a set of Golden Rules or, for the older children, a Class Charter. Pupils work together at the beginning of the school year to discuss and write these rules and, because they have ownership of them, are usually very willing to adhere to them. Any disruptive pupils will be made fully aware of their transgressions and usually will be spoken to by the class teacher. However, if the poor behaviour continues the pupils are very aware of the fair and consistent sanctions that will follow.

SEAL

We use our Seal work as an integral part of our PSHE provision for our pupils. SEAL stands for Social and Emotional Aspects of Learning and is taught in six half-termly topics, through assemblies and curriculum time. This is a whole school approach by the school community and has, we feel, had a major impact on the behaviour across the trust. Each year group works on the same theme for every half term and follow the objectives. It is carefully and thoughtfully planned out and supports the positive behaviour of the majority of our pupils. However, there are small group activities which can be used for the more vulnerable members of our school community, if it is felt necessary. There are also ideas for work which can be shared at home with parents. In KS1 and KS2 the school uses the Learn4Life work scheme, written by Wiltshire Council. It provides coverage of everything the children need to learn in PSHE, over a six-year period, using the SEAL approach to learning.

Roles

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour.

The role of the pupil

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is extremely important to educate the whole child and by giving them responsibility and encouraging self-discipline, we are preparing them as citizens of tomorrow. Pupils should understand that disliking behaviour and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour. We use the High Five Against Bullying strategy to build resilience and develop the confidence which children need in order to try and resolve minor issues independently. **This approach is underpinned by an Anti-Bullying Procedure, the details of which are in Appendix 3.** We encourage our pupils to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunities to act as good role models. Through an extensive extra-curricular timetable, we offer pupils the chance to further their particular hobbies and talents, thus focusing on the whole child, rather than purely academic success. Through SEAL, the pupils have an understanding of their differences and similarities but most importantly their own self-worth. They are encouraged to take an active part in our local community, visiting the elderly residents in care homes and singing to them at Christmas, for example. Many have an incredible awareness of their own good fortune compared to other children in different parts of the world and any charity events are always well supported and frequently initiated by the children themselves.

The role of the teacher (and other adults in the classroom)

Our pupils have the right to expect a calm working environment in which to pursue their learning. Teachers need to promote good, respectful behaviour and deal firmly but fairly with any inappropriate behaviour. It is essential teachers get to know the children as individuals and to understand them well. It is their responsibility to maintain an organised and interesting environment where pupils are praised regularly for positive behaviour and effort. Teachers also need to involve the pupils in setting targets and expectations for the class and for individuals. Teachers need to be aware of any particular problems which are happening outside school which may affect a child's behaviour.

The role of the parent

As we hold Healthy School status, we are constantly aware of our need to involve parents as often as possible. We are fully aware of the vital role they have in promoting good

behaviour in our pupils. All parents must understand that a good Attitude Towards Learning is essential if pupils are to reach their full potential. We always have an open door policy and parents are encouraged to come in and discuss any issues with the teaching staff. Parents are welcomed as additional helpers within the classroom and can often be seen helping groups of children. **However, we actively discourage parents helping in their own child's class as this can have a negative effect for both the parent and the child.** Our parents need to support the school by encouraging pupils to develop attitudes of self-respect, self-discipline and honesty. They should encourage pupils to complete homework regularly and to take pride in their learning.

The role of the Headteacher

It is the role of the Headteacher to ensure the health and safety of every child in his/her care and to implement the CST and school-specific policy consistently. More serious misconduct may lead to short term exclusions and LA guidelines must be followed in these exceptional circumstances.

The role of the Chief Executive Officer (CEO)

It is the role of the CEO is to ensure that this policy is implemented across the CST.

The role of the Governors

The governors support the CEO and Headteachers in implementing the policy and being aware of its effectiveness.

Monitoring and Review

This policy will be monitored on a regular basis by the CST's Senior Leadership Team (CST SLT) and the school-specific appendices will be regularly reviewed by each Headteacher and the SLT in each school. Discussions on behaviour should take place regularly at staff, Senior Management Team and SLT meetings. New members of staff need to be made aware of this policy and its implications. Our pupils' views need to be expressed through child focused discussions and School and Class Councils. Parental views can be obtained through consultation at parents' evenings and the annual parental survey. As a whole school community, we need to make sure we are all following a consistent approach to promoting positive behaviour within our school.

Appendix 1: School Specific Information for **Balsall Common Primary School Academy**



'pursuing excellence for all'

School Aims

- All children should have a suitable working environment in which respect is shared by staff and pupils alike. We strongly **discourage** calling out and interrupting others. Children are praised for waiting in turn to speak and listening to others politely.
- The noise level in classrooms is appropriate to the task in hand. Pupils are not allowed to disrupt the work of others and any anti-social behaviour is dealt with promptly. This is reinforced by our Building Learning Power which promotes dealing positively with distractions.
- As an integral part of our Every Child Matters Agenda, pupils develop a strong awareness of their own safety and that of others and respect each other's' personal space.
- From the very beginning of school life, pupils' independence and self-discipline are fostered through a safe, secure environment.
- All pupils understand they must share and cannot always be chosen for a particular event.
- Pupils develop an awareness of the world around them and learn the importance of tidying up after themselves. Classrooms are organised so that the youngest of our pupils are able to access equipment safely and also play their part in putting it away. Resources are clearly named and practical areas are organised in such a way that pupils can be independent.
- Pupils develop self-control and learn about managing their emotions through our SEAL work. Children are given strategies to deal with aggression and to take responsibility for their actions.
- Our behavioural approach reinforces the need for politeness and kindness to all members of the school community. At Balsall Common Primary School, we expect all members of our school community to say please and thank you. Visitors are treated with respect and we also set the same expectations of behaviour during extra-curricular activities and school residential trips.

Rewards and Sanctions

At Balsall Common Primary School, we believe in praising and rewarding good behaviour in a variety of ways. Where every class teacher may have their individual ways of promoting good behaviour within their own classroom, as a school community we have agreed on the following generic rewards.

Attitude Towards Learning Points

These are given out by staff to recognise excellent behaviour around the school. These are collected in each classroom and counted up by Year 6 pupils at the end of each week. The winning classes are announced in the weekly newsletter and the winning class for each term wins a special reward. In the school Nursery, these points are referred to as 'Owl' points.

Foundation Stage – Nursery and Reception

In Nursery, children are awarded 'Owl' points for good Attitudes Towards Learning and behaviour

Key Stage 1

Good work or behaviour is rewarded by Attitude Towards Learning Points (ATL).

Weekly, a child in KS1, who has earned the most amount of ATL's individually, receives the ATL Cup. This is kept at home for the following week.

Also, weekly, the class with the most amount of ATL's receives the Head's Class of the Week Award. Each half term, the class that has won this award the most amount of times receives a prize, that being an afternoon of celebration, agreed between the children and the teacher from the winning class.

At the end of the school year, the two children from each of the classes in KS1 who have collected the most amount of ATL points individually, are taken on a school trip by the headteacher to celebrate their incredible work over the whole year.

Each week, children's attitudes towards learning are celebrated through:

- Writer of the week award
- Mathematician award
- Star of the Week Award in each class

Key Stage 2

Good work or behaviour is rewarded by Attitude Towards Learning Points (ATL).

Weekly, a child in Lower and Upper Key Stage Two (LKS2 and UKS2), who has earned the most amount of ATL's individually, receives an ATL Cup. This is kept at home for the following week.

Also, weekly, the class with the most amount of ATL's in LKS2 and UKS2 receives the Head's Class of the Week Award. Each half term, the class that has won this award the most amount of times receives a prize, that being an afternoon of celebration, agreed between the children and the teacher from the winning class.

At the end of the school year, the two children from each of the classes in LKS2 and UKS2, who have collected the most amount of ATL points individually, are taken on a school trip by the headteacher to celebrate their incredible work over the whole year.

Good work or behaviour is also rewarded by a series of different coloured ribbons, awarded for attainment, attitude and effort. These are presented in celebration assemblies each half term.

Our school also presents the Helen Lewis Trophy and the School Council Friendship Cups every month to pupils who have shown exceptional kindness towards others. The pupils receive an illustrated certificate to keep for always and they are allowed to keep the trophy at home for a month. Parents are told in advance if their child has won so that they can attend the special celebrations assembly.

FLARE Time (Fun, Learning And Rewarding Excellence)

At the start of each week, every child in the school is entitled to an hour of FLARE Time when they can enjoy a wide variety of fun activities, e.g. sport, cooking, artwork. However, this reward can be taken away from them, in blocks of time, if inappropriate behaviour is recorded in their classroom.

In every classroom there is a Zone Board displaying each child in the class. All children start each new day in Green which means they are displaying the expected behaviour and will enjoy all of their FLARE Time. All staff are asked to follow the Rules, Praise and Ignore System. If a child displays inappropriate behaviour in the class, they will be issued with a warning, reminding them that he/she is expected to follow the rules just like everyone else and that failure to do so may result in moving to Yellow on the Zone Board. Their positive behaviour can be overtly praised and if their behaviour continues to improve, they may be moved back to the Green area. However, if unwanted behaviour persists the child is then issued with a second warning and, if they fail to adjust their behaviour, will be moved to the Red Zone (see below). If unwanted behaviour still persists, a third warning is issued, telling children that if they continue to disrupt the learning of others they will have to work in another area.

When a child has been moved to the Red area of the Zone Board, this triggers a Red letter home **and a telephone call** to parents notifying them that their child has been sent from the room and will miss a number of minutes of FLARE Time. The member of staff taking away this time **MUST** be the person making the call. If it is not the classroom teacher, the teacher must make sure that the red letter comes back. The person issuing the red letter must check that the teacher has received it. The teacher **MUST** make sure that the pupil attends the head's office at the appointed time for FLARE Time Loss. It is important for all staff to remember that children can move back up the Zone Board once positive behaviour is seen.

Classroom management must reflect the ethos of reward and encouragement. The Zone Board also has Silver and Gold sections above the Green section. If pupils are particularly well behaved they move up the Zone Board into the Silver or Gold area and receive credits for their superb behaviour. These credits are Silver (2 ATLS) and Gold (5 ATLS) and will contribute to the rewards at the end of each week, identified above. The Attitude Towards Learning Trophies, donated by retired members of the senior leadership team, are given out in Celebration Assemblies each Friday.

With children who have learning difficulties or particular emotional and behavioural issues, the SENCo and/or the school's learning mentor, will also be involved in advising the class teacher, Phase Director and Leadership Team. It may be felt that the FLARE Time reward system is not suitable for certain children and plans will need to be drawn up to show alternative strategies being used. The involvement of outside agencies may then be considered, with parental agreement.

Our expectations for good behaviour also apply to lunchtimes and playtimes. Dinner supervisors have their own Raffle tickets, which are given out for excellent behaviour. Children who receive the most amount of Raffle tickets each week, get to eat their dinner the following Friday on the Golden Table.

The dinner supervisors also have their lunchtime sanctions of three warnings and they collect the names of any children who persistently display poor behaviour. Any children who receive three warnings during a lunchtime will be referred to the Senior Playworker and the same system for contacting parents and checking that letter have been received will apply as indicated above.

At all ages, pupils are aware that they hold responsibility for their own behaviour and should be able to exercise sensible management of this. One of the benefits of being a primary school is that good behaviour can be modelled for the younger pupils and we actively encourage our older pupils to take on responsibilities and extra duties in their last year with us. They take turns to assist the staff on the Key Stage 1 playground and form strong links with the younger children. They also participate in office duties, welcoming visitors to the school and answering the telephone. This is an excellent way of ensuring good interpersonal skills as they enter secondary education.

House Points

As previously mentioned our school has a house system which begins at the start of Key Stage 1. We have four houses, Normans, Vikings, Saxons, and Romans. Two Year 6 children are elected as Captains for their house. House Points are counted up every week and once a month the results are read out in assembly. The winning team has their house colours marked on the House Trophy for the month. This is a very good opportunity for the children to work as a team and to encourage and promote good behaviour. The house system also plays an integral part of our Sports Days.

Appendix 2: School Specific Information for Damson Wood Nursery and Infant School Academy



'Valuing everyone, improving on previous personal best and developing a love of learning'

School Aims

While at Damson Wood Infant School we aim for all children:

- To learn in a happy, welcoming, safe and stimulating environment.
- To have an education based on a set of moral values that cross all cultural boundaries.
- To develop their skills, to face learning challenges positively, taking managed risks, recognising that learning starts when we are stuck and that we learn from mistakes.
- To develop lively, enquiring minds with the ability to question, reason, think creatively and show initiative and independence.
- To enjoy a curriculum founded on real, relevant and fun experiences that will enable success and develop self-confidence, securing lifelong learning.
- To be able to take responsibility for managing their own feelings and behaviour.
- To encourage a respect for the environment and other people, so that the world may be a better place for future generations.
- To make healthy lifestyle choices, encouraging a love of physical activity and an understanding of when to take managed risks.
- To establish productive relationships with the wider community for everyone's mutual benefit.
- To communicate and work well with others.
- To be self-motivated and take responsibility for their own learning and strive for the best they can achieve.

Rewards and Sanctions

At Damson Wood Nursery and Infant School, we believe in praising and rewarding good behaviour in a variety of ways. Where every class teacher may have their individual ways of promoting good behaviour within their own classroom, as a school community we have agreed on the following generic rewards.

Dojo Points for Attitudes Towards Learning

These are given out by staff to recognise excellent behaviour in the classroom and around the school. These are given verbally or as cards to give to class teachers and are collected electronically in each classroom. Class totals are shared and celebrated each week in whole class assembly on Mondays and are announced in the weekly newsletter. The winning class for each half term wins a special reward. The child in each class with the most Dojos is awarded a certificate in class and awards are given when children reach milestone numbers of Dojos, e.g. 50, 100.

Zone Board and FLARE Time

At the start of each week, every child in the school is entitled to their full FLARE Time when they can enjoy a wide variety of fun activities, e.g. sport, cooking, artwork. However, this reward can be taken away from them, in blocks of time, if inappropriate behaviour is recorded in school.

In every classroom, there is a Zone Board displaying the pictures of each child in the class. All children start each new day on the Sun which means they are displaying the expected behaviour and will enjoy all of their FLARE Time.

All staff must follow the Rules, Praise and Ignore System. If a child displays inappropriate behaviour in the class, they will be issued with a warning and moved to the grey strip on the Zone Board, reminding them that he/she is expected to follow the rules and that failure to do so may result in moving to the Grey Cloud on the Zone Board. Their positive behaviour can be overtly praised and if their behaviour continues to improve, they may be moved back to the Sun.

However, if unwanted behaviour persists the child is then issued with a second warning and, if they fail to adjust their behaviour, will be moved to the Grey Cloud area. If unwanted behaviour still persists, they will move to the Thunder Cloud on the Zone Board (see below) and may have to work in another area.

When a child has been moved to the Thunder Cloud on the Zone Board, this triggers a loss of FLARE Time and parents are notified at the end of the school day that their child will miss some minutes of FLARE Time. The member of staff taking away this time MUST be the person informing parents. The teacher MUST make sure that the pupil attends the head's office at the appointed time for FLARE Time Loss. It is important for all staff to remember that children can move back up the Zone Board once positive behaviour is seen.

Classroom management must reflect the ethos of reward and encouragement to ensure we are regularly praising children who are doing the right thing, not just those whose behaviour we want to improve. To encourage this, the Zone Board has Rainbow and Stars sections above the Sun section. If pupils are particularly well behaved they move up the Zone Board into the Rainbow or Stars areas and receive credits for their superb behaviour. These credits will be in the form of additional Dojo points: Rainbow (2 Dojos) and Stars (5 Dojos).

With children who have learning difficulties or particular emotional and behavioural issues, the SENCo will also be involved in advising the class teacher, Phase Director and Leadership Team about positive behaviour management strategies. It may be felt that the Zone Board reward system is not suitable for certain children and an individual approach to behaviour support will need to be drawn up to show alternative strategies. The involvement of outside agencies may then be considered, with parental agreement.

Lunchtimes and Playtimes

Our expectations for good behaviour also apply to lunchtimes and playtimes. Lunchtime Supervisors have their own lunchtime raffle tickets which are given out for excellent behaviour.

The Lunchtime Supervisors also have their lunchtime sanctions of three warnings and share the names of any children who persistently display poor behaviour with the class teacher. These are recorded in lunchtime class books.

Reinforcing excellent behaviour around the school

All staff positively reinforce and challenge pupils around school about:

- Listening, attention and positive attitude towards school and others
- Politeness and good manners
- Movement around the building, on the playground and in the hall
- Tidiness of cloakroom areas, classrooms, hall and playground
- Looking after school equipment and belongings of others
- Uniform and Jewellery

Appendix 3: Anti-Bullying Information

Objectives of this Procedure

This procedure outlines the CST's approach to preventing and tackling bullying behaviour. It has been drawn up through the involvement of the whole school community and we are committed to a zero-tolerance approach to a bullying culture.

Our trust adopts a restorative justice approach to dealing with inappropriate behaviour and bullying. This means that we expect children who have behaved inappropriately towards others to enter into mediation and agree a suitable act of reconciliation for their inappropriate behaviour. The children are supported with this.

Our school leaders are proactive in ensuring that the approach to the way in which we treat each other is well understood, and that safeguarding leaders in school are well placed to offer holistic and bespoke support.

Specific anti-bullying work features periodically throughout the school year. Pupils learn about what bullying is and how to respond to incidents of bullying through personal, health and social education (PHSE) and wider curriculum time.

Positive reward systems in CST Schools are used effectively to promote a positive behaviour culture and good attitudes to learning.

Definition of bullying

Bullying is 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally'. (DfE 'Preventing and Tackling Bullying', March 2014). Damson Wood pupils use the acronym S.T.O.P to help the children understand that bullying is behaviour that happens 'Several Times On Purpose'. Balsall Common uses the High Five Against Bullying. Both approaches empower the children themselves to act swiftly to communicate to those who may be displaying bullying characteristics that they must stop.

Forms of bullying

Bullying can happen to anyone and may include:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying via technology – 'cyberbullying'

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of celebrating each other's differences, non-discrimination and respect towards others

- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns, antecedents about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create 'safe spaces' for vulnerable children and young people
- Use restorative justice techniques to resolve the issues between those who bully and those who have been bullied
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

We will:

- Regularly gather children views on behaviour in school
- Ensure that all pupils know how to express worries and anxieties about inappropriate behaviour
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of sources of support
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure that parents work with the school to role model positive behaviour for pupils.

Links with other school practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be shared the same day with a member of the school's senior leadership team
- A clear and precise account of the incident will be recorded and given to a senior school leader and/or designated lead
- The senior leader/ designated lead will investigate the incidents all concerned and will record the incidents
- Teachers will be kept informed
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned through mediation and a restorative justice approach.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a member of the teaching team
- Discussing with an adult how to respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning in line and proportionally with school behaviour policy
 - This may include restorative action, loss of FLARE time, a school reintegration plan, fixed-term and/or permanent exclusions.