

St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16 v14



Behaviour Policy

**Updated following the publication of
Behaviour in schools, advice for
Headteachers and school staff – September
2022**

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
EAW	LAB	October 2022	v1	September 2023

Our Vision

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **'Let all that you do be done in love'** encourages us to have a lifelong love of learning so we flourish as human beings.

'Let all that you do be done in love' 1 Corinthians ch16 v14

We believe that as a school, we work in partnership with parents and carers to lead, guide, encourage and instruct children within a framework of rights, responsibilities, values and rules. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's faith, rights and responsibilities are addressed.

We are a Church of England First and Middle school where we respect and promote all Christian values. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom.

School Values:

Respect

Generosity

Love

Thankfulness

Honesty

Courage

Through consistent implementation of this policy we aim to;

- Support the improvement of standards of attainment of our children and ensure that every child has the opportunity to achieve their best.
- Establish and maintain a happy, calm and safe working environment.
- Create an atmosphere where achievement is respected and valued.
- Have clear and high expectations of children's work and behaviour.
- Establish good working relationships and encourage mutual respect.
- Form an effective partnership with parents and children in order to maintain good discipline and behaviour.
- Celebrate the demonstration of good conduct and behaviour for learning.

ROLES AND RESPONSIBILITIES

In implementing this policy, it is expected that:

All staff will:

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
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- Take appropriate action immediately when any child fails to meet the school's expectations for behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined Positive Behaviour Procedures and rewards and consequences policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.

Children will:

- Actively be involved in agreeing the school expectations.
- Accept consequences if required.

Parents and carers will be expected to:

- Work in partnership with the school to encourage respect, hard work and good behaviour.
- Support the school's policy on rewards and sanctions.
- Attend meetings with teachers to discuss their child when necessary.
- Formally agree to their child's school behaviour plan when child's behaviour is non-compliant with behaviour expectations in school.
- Agree to work in partnership with agency referrals.

Deputy Head / behaviour manager (with support from SLT:

- Work with and support individual children who have behavioural difficulties.
- Follow the defined Positive Behaviour Procedures and rewards and sanctions policy without exception.
- Liaise and work in partnership with parents of children with behavioural difficulties.
- Provide support, practical and professional help to classroom teachers in dealing with children who have behavioural difficulties.

- Inform and work in partnership with class teachers and the Head in keeping them informed on issues, developments and concerns regarding behaviour and attendance.
- Follow school's policy and procedure regarding behaviour when working with individual children, groups of children or classes.
- Co-ordinate assessment, support and Provision Maps for children with Social, Emotional and Mental Health needs including, behavioural support in accordance with the SEND Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and professionals to co-ordinate meetings and communication regarding children with SEMH needs.
- Liaise with relevant external agencies.
- Report to Governors / LAB (Local Academy Board) as appropriate and when required.
- Facilitate discussions on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their classes in maintaining good behaviour and discipline and following up incidents.
- Play an active role as defined in the school's Behaviour Policy.
- Monitor, evaluate and review the Behaviour policy on a regular basis.
- Monitor referrals, emergency support and suspensions and liaison with external agencies.

Governors / LAB members will:

- Monitor suspensions, part time timetables and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider suspensions and appeals.
- Identify a Governor / LAB member with responsibility for Inclusion.
- Liaise with the WCF to ensure adequate provision for children with behavioural difficulties.

THE SCHOOL:

The physical environment and school's ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well kept and attractive, that communicates clear messages about the purpose of the school and that values children's work and achievements will encourage them to take pride and respect in their school.

The school will provide:

- A welcoming entrance
- Adults and children who welcome and approach visitors helpfully.
- Effective maintenance of the building and grounds.
- Children's work on display around the school.
- Displays which reflect the life and activities of the school.
- A clean and tidy environment.

THE SCHOOL DAY:

Effective management of the school day helps provide a predictable and secure environment for the children which increases their sense of belonging and reduces uncertainty:

The SLT (Senior Leadership Team), in partnership with other staff as appropriate, will:

- Ensure that all areas of the school are properly supervised at the beginning and end of the school day as well as during break times and lunch times in order to encourage a calm and safe atmosphere.
- Ensure that teachers and other staff carry out break duties as designated.
- Ensure that lunchtime supervision is in place with adults who provide engaging activities and who understand they are part of the behaviour management strategy of the school.
- Ensure that teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.
- Encourage all in the school to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

CURRICULUM:

Good behaviour is supported when children experience success and enjoyment and are excited by their work in school. In order to achieve this, we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in school.
- Employ varying teaching approaches and styles.
- Develop our curriculum framework in an innovative way with the aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self-esteem.
- Promote a climate and ethos in which learning is valued.
- Develop an understanding and awareness of the different learning styles and individual needs

- of our children.
- Offer additional enrichment to support SEMH needs.

EQUAL OPPORTUNITIES

The policy must be implemented with regard to the Equal Opportunities Policy at all times.

POSITIVE BEHAVIOUR PROCEDURE

Good behaviour, which forms the basis of a calm, orderly and secure learning environment, is essential to the achievement for high standards. The establishment and maintenance of good behaviour is therefore a primary objective for St Barnabas.

The following procedure for the establishment of good behaviour has proved to be very effective but to be so it requires that **every** member of staff applies it consistently and without favour.

PRINCIPLES:

The principles of our positive behaviour procedure stem from the evidence informed guidance report from the EEF.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance/reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf



- Praise must significantly outweigh criticism and sanction
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for bad behaviour, which gradually progress from a verbal reprimand to suspension, must be applied without exception or favour. **CONSISTENCY IS ESSENTIAL.**

School Reward System

Each child in school will be placed in one of our 4 school houses, children will be able to gain points for each house on a daily basis, house captains will be voted for, these children will then be able to keep track of the points for each house, at the end of each term, the winning team will gain themselves a reward on the final afternoon of the term. The house points are shared with the whole school in celebration worship.

Bredon	Abberley	Cotswold	Malvern
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School Values:

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Each classroom has six coloured pots that link with each of the school's core values. Children can be given / awarded a values token for any value at any point in the day, by any adult in school. These are added to the relevant values pot. Each class should set themselves a target to achieve well in collecting values tokens.

In Class rewards

In the class room the children can gain rewards for positive behaviour, these rewards include children getting verbal praise and stickers. Very often the focus will be our school values.

When a child completes some fantastic work or impresses the teacher on that day then that child can move their names up on the Recognition Board, Bravo Board or Proud Cloud. When a child makes it to the top that child will receive house points.

REWARDS:

Good behaviour and good work should be praised and celebrated so as to clearly define to the children what is expected and valued of them.

Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required.

Rewards should take the form of:

- Regular verbal praise of good behaviour and effort. As appropriate this should be drawn to the attention of the whole class.
- Children can have a 'dip' in the class box (bucket of love) of prizes when they demonstrate exceptional work or follows school expectations on a daily basis. These are randomised rewards.

School Expectations

At St Barnabas the expectations we will use within this procedure are as follows:

- Arrive at school on time and ready to learn
- Be gentle, kind and helpful including being 'online'
- Try your hardest and produce your best work
- Listen carefully and not interrupt others learning
- Take care of property and our environment
- Be honest

The wording of these expectations can be amended to suit different age groups but the spirit and intention of the expectations should be retained.

These expectations will be reviewed and amended as the school develops.

CONSEQUENCES:

Not upholding school values and expectations result in a consequence which escalates on **each** occasion. On each occasion that the staff member issues a consequence two examples of good behaviour should be drawn to the attention of the children.

Staff should aim to deliver consequences quickly and efficiently, including on the playground and with a minimum of disruption to the lesson.

The consequences progress as follows:

- Stage 1 – Verbal warning.
- Stage 2 – 'Time out'. (hand holding, walk to 'cool down', move away from the situation, sat watching others displaying good behaviour. This is always supervised and children should not be left unsupervised.)
- Stage 3 – If behaviour is continued the child is to miss playtime with the class teacher. The class teacher is to communicate with the child's parents via a phone call, or speaking with parents at the end of the school day. Add to Arbor with a behaviour category and action the log with how the situation was dealt with.
- Stage 4 – Repeated behaviour - warning from Deputy Head. Log on Arbor by class teacher. Internal isolation. Deputy to inform parents of repeated breach of behaviour expectations and severe incidents.
- Stage 5 – Sent to - Head - Log on Arbor – Head to inform parents. This could result in suspension.

Every child starts each day with a “clean sheet”. Consequences from the previous day are not to be carried over.

For serious acts of bad behaviour children can be referred directly to a member of, SLT or the Head without having to work through earlier sanctions.

Progress through the list of consequences on a regular basis will result in a review of the child’s behaviour and reported to parents so they are informed and involved.

The key to the success of our behaviour policy and procedure is **CONSISTENCY** and **FAIRNESS**. All staff are therefore required to apply policy and procedure without exception. No “second chances” are to be allowed. If a child breaks a rule / consequence is applied automatically.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated.

Questionnaires completed by the whole school community, together with surveys, focus groups, children’s and parents’/guardians’ comments posted in the online ‘Worry’ box and bullying incident recorded on Arbor will be used to gauge the effectiveness of the policy.

Reviewed October 2022