

## The Flying Bull Academy

### Behaviour Management Policy and Procedures September 2015

#### Policy under review – to be published following consultation during 2019/2020.

In the world around them, children see many different examples of how people behave.

We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim at The Flying Bull Academy (FBA) is for a calm and positive atmosphere in which every child can develop as a confident and responsible person, feeling valued, safe and motivated to learn.

We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

#### **Our approach to behaviour management at FBA is based on the following key principles:**

Enabling each child to develop personally, socially and emotionally is an important part of the work of FBA	Prevention is more effective than responding to disruption	Positive approaches which focus on rewarding appropriate behaviour are more effective than those which focus on unacceptable behaviour	All adults in the school community have an important part to play in providing good role models
A consistent approach is essential to feel secure;	The teacher is able to teach and the children are able to learn	Working with parents is an important part of promoting social and emotional development.	Teach the value of good manners

#### **Promoting Good Behaviour**

We believe that children behave well when:

there are high expectations which focus on good behaviour;	children and staff are treated with courtesy and respect;	staff and children feel that they are valued members of the school;	behaviour problems are seen as the shared responsibility of all staff;
all staff listen to children and are sensitive to their needs;	children are enabled to engage in decision making at an appropriate level;	there is a well developed and understood range of rewards;	pupils develop a sense of self-discipline
children are encouraged to take responsibility and to be accountable for their actions	mutual respect is promoted	they develop a respect for the school and of the property of individuals	they are encouraged to talk to each other when they have upset or annoyed each other

#### **The Well Managed Classroom**

In a well managed classroom:

children are met by their teacher at the start of each session	children are supervised at all times	poor behaviour is anticipated and steps are taken to divert it	children are aware of class routines
children are given adequate notice for actions, e.g. clearing up;	children understand what is required of them	children respect one another	staff maintain self control, however difficult this may be at times

Pupils are more likely to accept a school's code of behaviour if it is clearly understood, **consistently and justly** applied, and shown to be reasonable, sensitive and effective. It is important to know children well enough to be aware of any specific circumstances that may affect their behaviour.

### School Rules

The School rules are written to reflect the seven school values:

**Respect** – valuing ourselves, others and property

**Tolerance** – understanding, seeing others points of views, being accepting of differences

**Honesty** – not being afraid to tell the truth, being honest with ourselves

**Caring** – friendship, being approachable, openness, stability, trust

**Appreciation** – encouragement, praise

**Humour** – a happy environment, to laugh with, not at, each other

**Achievement** – encouragement, praise, recognising and celebrating real effort

1. **We treat each other and school property with respect**
2. **We show an understanding of each other and our differences**
3. **We will always tell the truth, especially when we know we are in the wrong.**
4. **We keep our hands and feet to ourselves**
5. **We do as we are asked straight away**
6. **We always speak politely**
7. **We will always work to the best of our ability and always ask permission to leave the work area.**

### Rewards

The rewards system operated at FBA is continually being reviewed and falls into two sections, formal (whole school) and informal (class, year group or Key Stage). **Rewards, once given, cannot be taken away.**

#### Informal Reward System

These are rewards which are given immediately and relate to the needs of individuals and groups of children. They include:

Positive gestures and body language from staff (smiles etc)	Verbal praise	Comments on behaviour/ work	Display of good work
Stickers		Sharing work with other adults, especially in their phase	Letters to parents
Star of the week	Name displayed on the class reward board	Marbles in the Jar	Taking their work to a member of the SLT

#### Formal Reward System

These are rewards which may build up over time. This type of reward operates across the school.

- Individuals may earn 'Head/Deputy Head/SLT reward stickers for good work and good behaviour.
- Team Points
- Team point certificates
- Merit certificates
- Good work certificates

All staff must remember that high levels of verbal praise are the key to creating and maintaining a positive atmosphere.

Formal Team Points should be given for very good effort, work or behaviour, relating to the child's ability. When awarding Team Points, teachers should consider:

- Has the child been encouraged to better their personal best?
- Has the child a clear understanding of what they have done to deserve the Team Point?
- Have they used the system to build self-esteem and confidence?
- Have they used their knowledge of each individual to encourage/facilitate their personal development?

<b>One Team Point</b>	Record on class praises/warnings tracking record
<b>Two Team Points</b>	As for one Team Point
<b>Three Team points or more</b>	'Best of the Bunch' slip, indicating the number of Team Points

The children should be given a coloured smiley sticker when given a Team Point.

Parents / carers should be informed when a child achieves three or more Team Points via text.

**It is a whole school agreement that children who read more than 3 times in a week at home receive a team point. This is also the case for children who complete their weekly learning log.**

All behaviour rewards are recorded onto the school behaviour management system (currently Behaviour Watch)

### Team System

From Nursery, all children are divided into four different colour teams. The blue team is called **Jaguars**, the green team is called **Leopards**, the red team is called **Pumas** and the yellow team is called **Tigers**.

Siblings will be placed in the same teams.	Each classroom from Reception upwards, should have a grid on display where children can record their team points next to their name.	When a child achieves 25 team points, they should be given a slip of paper to take to the LaPS office. They will then receive a special 25 'bronze' certificate in the next Friday celebration assembly.	This is repeated for 50 'silver', 75 'gold', 100 'diamond' and 150 'platinum'. The children will also receive a special educationally linked prize.
Every Friday, each team's totals from each class will be added up so a weekly winner can be announced in the Monday assembly. There will be a reward for the team with the most team points each term		Their name should also be displayed in welcome area.	All team point scores are reset to zero every September.

In the Nursery, the children are in teams. They receive stickers as an instant reward for a team point received. Weekly, stars are issued for good behaviour. Each child can collect their stars and put them together in a

book, showing their achievements through the year. (Learning Journey). Each half term, merit certificates are awarded in line with the rest of the school.

### **Class rewards**

Each class will have a glass jar and marbles. Every time the class does something well, they can be rewarded by placing a marble in to the jar. Teachers can use this to target very specific class behaviours. When the jar is full, teachers should contact a member of the SLT who will come and speak to the class about their achievement. The class teacher can determine the reward for the class.

### **Good work certificates**

These are given out monthly. Teachers or members of support staff can nominate a child or group of children for a piece of work. These certificates and the work need to be handed in to the LAPS Admin Office a week before the assembly. A display of the good work will be made of the work after the assembly.

### **Merit Certificates**

These are given out half termly. Teachers, with members of support staff in their class, nominate up to 5 children who have done above and beyond in class during that half term. Certificates will be given out by the LAPs team admin. Completed certificates should be handed in to LAPS Admin Office a week before the assembly.

### **Attendance Rewards - 100%**

Termly – These children will receive bonus points. Children with absences due to ongoing medical conditions will not be penalised and the PSW for Attendance will ensure this does not happen. Children will be given certificates.

Annually – Any child who achieves 100% for the whole academic year will be rewarded with a special award to be decided by the Senior Leadership Team.

### **Attendance Rewards – 95%**

Termly – These children will receive bonus points. Children will receive certificates.

### **Sanctions**

Although the emphasis of the behaviour policy is on rewarding appropriate behaviour, there are times when inappropriate or unacceptable behaviour needs to be dealt with.

When necessary, unwanted behaviour should be dealt with in a calm and consistent way, although there does need to be flexibility to match individual situations.

When punishment for inappropriate or unacceptable behaviour is necessary, it is essential that, where possible, an explanation is given as to why the behaviour is not acceptable and an alternative way of behaving in that situation is suggested.

On a day to day basis staff may use the following range of sanctions:

Use of deliberate ignoring of poor behaviour	Verbal warning	Verbal reprimand	Move name down on Golden Time chart	Time out
Loss of playtime	LaPS team called for caseload children	Referral to senior staff	Formal warning	

### **Golden Time**

- Golden time may be offered as an extra incentive and a reward for working towards a class target.
- Golden time is a period of 30 minutes of free choice from a selection of special activities and toys kept separately within the classroom.

- They can lose this in 5 minute sections for low level poor behaviour. This can be taken away by any adult in school However, the children can earn it back again and staff should ensure they are looking for these children being good. Golden Time is not just a sanction.
- Golden time may be lost if children do not work well towards the class target. This allows teachers to support their individual classes as appropriate.
- Records should be kept of children who consistently miss Golden Time to enable monitoring to take place of at risk groups. Parents / carers need to be informed by text if possible.
- Activities offered could be across year groups / phases.

### Time Out Areas

- Each class should have a Time Out Area where staff can send a child to calm down or a child may take themselves to calm down.
- This should be for no more than 5 minutes. This area should have a sand timer.
- Time Out cards should be placed near to the class door so that both staff and children can access them.
- Children should be trained in PSHCE & P4C lessons on how to use this area.
- It should be monitored when a child takes a time out, especially if they are using this system frequently without improvements in behaviour.

### Warnings

- For a deliberate breaking of a school rule, a child may be given a recorded formal warning.
- The child should be warned first with the member of staff stating the choice and consequence that the child has. (Continue the behaviour and receive a warning or turn behaviour around)
- If a warning is given, it should be recorded and stated which number rule has been broken.
- When a child has received 3 warnings, they should be sent to the partner class for an Out of Area. This is for a nominated amount of time. The aim should be to get the child back in to their own class to continue their learning. A child may return to their own class for the input of the next lesson and then return to partner class for the remainder of the nominated time.
- If the child is then disrupting the learning of the children in the partner class the LAPS office should be informed. Parents / Carers should be informed.
- The number of warnings a child receives should be monitored and if they hit 9 in one week, parents / carers should be called in to speak to a member of the LAPS team / SMT and the class teacher.
- Children must know the reasons they have received warnings.

<b>One warning</b>	Record on class praises/warnings tracking record
<b>Two warnings</b>	As for one Team Point and some level of preventative work to stop 3 <sup>rd</sup> warning
<b>Three warnings</b>	A period of time out of class (partner class within Phase)
<b>Four Warnings</b>	Record on class praises/warnings tracking record
<b>Five warnings</b>	Internal exclusion in LaPS office, parents/carers contacted to speak to LaPS team & teacher

All behaviour sanctions are recorded onto the school behaviour management system (currently Behaviour Watch)

Within the Nursery, the sanctions are one verbal warning, then timeout with a sandtimer. This is effective for the vast majority of their cohort. If more extreme behaviour is displayed, further advice and support is sort from the LaPS team and/or the SLT.

### **Resourced Provision**

The pupils in the Resourced Provision have a reward system that is based on the whole school policy, however is much more individualised to the children and their needs. There is the opportunity for the children to earn points throughout the day, giving them a daily total. This is calculated each day and the child with the most points at the end of each half term will win a trophy. There are also prizes for the second and third child. The children also have Golden Time every day. This can be lost and gained throughout the day. The children are able to come to the HT office to share good work/behaviour with the Head or Deputies. The children earn stickers for completing expectations for both their behaviour and/or work. As the child spends more time in the mainstream classroom, they move towards the whole school policy. The children like and encourage the rewards from the HT and other members of the SLT.

### **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils and we recognise this. The behaviour watch tracking notifications will provide an overview of the child's behaviour log. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- Individual Support Plans
- Pastoral Support Programmes
- Referral to the Learning and Pastoral Support (LaPS) team
- Support from the Multi-Agency Behaviour Support Service (MABSS)

### **Referral to Pastoral Team**

The forms are available from the HT Office. They should be completed fully and returned to the Deputy Headteacher (SENCo/ Pastoral). They will then be discussed at the next LAPS Team Meeting. Staff are welcome to come to the meeting when the child is being discussed and are, in fact, welcome to attend any LaPS meeting to discuss pupils in their class.

The member of the LAPS Team who becomes the designated key worker for the child, will report back to the staff in the class and the parents / carers.

### **Positive Handling**

The school has a separate Positive Handling Policy which should be read in conjunction with this policy.

Any child at risk of being restrained should have a Positive Handling Plan in place. These should be written by a member of the LAPS or Provision team and shared with ALL adults who work with the child in question and their parents / carers.

These plans will be reviewed termly.

Any child can be restrained by a member of staff if it is reasonable, proportionate and necessary. If the child is going to cause harm to themselves, another child or member of staff or going to damage school property they should be restrained. Good practice means that there should, if possible, be a witness present when the restraint takes place. A restraint form MUST be completed if a child is restrained.

RESTRAINT IS ALWAYS A FINAL MEASURE.

### **Internal Exclusions**

When a child has displayed repeated poor behaviour choices, they may be given an IE for the next day. This means that they start the next day in the LAPS office until they show from their behaviour / attitude that they are ready for them to return to class. Parents / carers will be informed.

### **Fixed Term Exclusions**

A FTE can only be given by the Headteacher in extreme circumstances. Work will be taken around to the child's house on the morning of each FTE. There should be a meeting with a member of the SLT and the parent/carer and the child on the morning of the return to school.

## **Playground**

The school's praise and rewards system applies to children's playtime behaviour as they do for other aspects of school life.

At the end of playtime, unacceptable behaviour is reported to the class teacher.

If the child is repeatedly misbehaving, he/she will be reported to the LaPS team or Head/Deputy Head who will decide on further action in line with the Behaviour Policy.

## **Lunchtime Behaviour Management System**

Lunchtime Supervisors can give lunchtime stickers for good behaviour. These will be recorded as Team points once the child returns to the class.

Each half term, every Lunchtime Supervisor will be asked to nominate a child for a Lunchtime Certificate and the reason they would like them to be given one. These nominations need to be handed in to the LAPS Admin Office a week before the last assembly before half term.

The sanctions should broadly follow the sanctions of official verbal warning, 5 minutes time out in a designated area of the playground then removal from playground for immediate detention with a member of the LaPS team in their office. Serious acts of physical aggression will lead to instant removal from the playground due to our zero tolerance policy.

## **Sexualised Language**

Following Sexualised Behaviour training in the Spring Term 2014, it was outlined that a small proportion of our children use inappropriate and often sexualised language. Recognising that children often use 'learnt language' they may have limited understanding of the definition of words and therefore lack understanding of how inappropriate the language is. The training outlined that children should understand, on a scale, the severity of language used e.g. on a scale of 1 – 10, the word s\*\*t is quite low but the word c\*\*t scores highly. When appropriate and in a situation where the child is calm the key adult will facilitate dialogue around discussing this.

*For further information PSCB can be contacted – Portsmouth Safeguarding Children Board*

Cross referenced with the Teaching and learning Policy, Inclusion Policy, Positive Handling Policy,

## **The Review Process 2015**

When carrying out the current review, children, staff, parents and governors were all given the opportunity to share their views on what the expectations are for behaviour management from the adults and from the children.