

Balby Central Primary Academy

Policy for Behaviour



The school is currently consulting with the evidence based approaches to behaviour using the book 'When the Adult Changes, Everything Changes' Paul Dix 2017, Pivotal Education and Phase 3 of the Behaviour Review with Doncaster Local Authority (March 2018).

Date of Policy: December 2017

Approved by the Governing Body: February 2018

Review Date: October 2018

'If you believe in yourself anything is possible'

At Balby Central Primary Academy the aim for all our children is to **be the best they can be** within a positive school climate and our behaviour approach is underpinned by three school principles

Ready – ready for learning

Respectful - Respect for self, each other and our learning environment

Safe - that everyone is safe and feels safe

There is a quiet yet firm insistence on high standards of behaviour at all times in order to create an environment where learning can take place and children can meet challenge with success. We acknowledge that every child in school has an entitlement to an education and a working environment which is free from harassment, oppression or abuse (physical, verbal or psychological). We accept that is the responsibility of everyone in the school community. Our approach reflects the demands of safety and consideration for others and is applicable to both children and adults.

We work alongside all stakeholders in school to help our children grow socially, personally and academically to develop a set of moral values, attitudes and beliefs based on reason, which lead to mutual understanding, care of the environment, self-discipline and courtesy. Our emphasis on praise and encouragement is approached with consistency across school and with a focus on children taking increased responsibility for their own behaviour and learning to learn ethos driven by the seven school

'Super Learning Powers'

Confidence

Resilience

Determination

Reflection

Effort

Talk

Collaboration



To be a good citizen we believe children should be given opportunities to make choices, be accountable, to reflect upon their behaviour and to show initiative and responsibility as appropriate to their age and ability.

The Code of Conduct has been created to keep children, be good learners and good citizens.

The Code of Conduct clearly states what behaviour is acceptable and what is not acceptable, i.e. the school 'rules'.



1. Be at school on time
2. Treat everyone with respect.
3. Work hard in class and allow others to learn.
4. Use your manners at all times and speak politely to each other children and adults in school.
5. Look after each other.
6. Show friendship, kindness and care to others.
7. Keep learning spaces tidy so that you are ready to learn.
8. Look smart in school uniform with shirts tucked in.
9. Look after school property.
10. Try your best at all times and believe you can do it.

To support with the code of conduct our children can expect adults in school to:

1. Treat them with respect, encouragement and consistency
2. Listen to their needs
3. Value their achievement both individually and as part of a group
4. Speak calmly, fairly and positively in a reasonable tone of voice
5. Provide a level of care and safety
6. Foster and strengthen home / school links
7. Provide equal opportunities for all to succeed
8. Involve children in decision making

Promoting Good Behaviour We use whole school and class rewards to promote the ethos of the school. Children are recognised for their individual achievements within class and as part of a team in whole school assemblies. Adults set clear expectations and are positive role models to encourage children to take pride in their achievements. Our strong inclusive ethos uses many nurture approaches to ensure a positive climate is encouraged and children are supported when a need is identified.

At Balby Central we use praise to encourage children to model great expectations of behaviour by

- Using the Good to be Green Behaviour System
- Awarding Class Dojos for learning behaviours and respect
- Encouraging children to share their work and success within class and as part of a wider audience
- Valuing work through quality display
- Thanking children who have worked well
- Giving responsibility for jobs in class and around school
- Giving positive and effective feedback for good outcomes in work
- Awarding consistently good behaviour

Class Dojo Class Dojo is an online tool used by all class teachers to award children points for their positive use of the learning powers. All staff can award Dojos for Confidence, Resilience, Determination, Reflection, Effort, Talk and Collaboration. Additionally, they can also earn dojos for Respect as we believe children can't be great learners without having respect for themselves, others and their environment. The app can be accessed by parents to keep them informed of their child's success and to encourage communication at home about positive behaviours for successful learning.

Good to be Green Across the whole school the Good to be Green Behaviour Management system is used to encourage positive behaviour. Although we stress positive behaviour with encouragement and praise, there are occasions of negative behaviour and this has to be dealt with. It is the joint responsibility of all adults in school to manage behaviour incidents through consistent implementation of this policy.

Each classroom has a chart with a named pocket for each child. Within each pocket are green, yellow and red cards. All children start the day on a green card and it is expected for all children to remain on green by displaying positive behaviours as listed above. However, on the occasions where children do not behave in a positive way, the yellow and red cards are used.

Yellow Cards Yellow cards are given for any incidents of negative behaviour such as distracting others in the classroom, lack of motivation and concentration or arguing with others. Children will receive a yellow warning and their card will be turned over but if their behaviour continues then a yellow card will be put to the front of their pocket. The sanction will involve children missing a set amount of time off their playtime. The children will spend this time in their classroom with a timer set for a period of time equivalent to their age.

Children can earn back their green card during the same day and move back up the system as we encourage children to take ownership of their choices. If after receiving a first yellow card, the child's behaviour improves they have the chance to earn back their green card. A full yellow however, cannot be reversed. At the end of every day the child will change their card back to green ready for the next day, with the expectation of a new start.

Red Cards If a child does not change their behaviour following a yellow card, a red card may be given. As a consequence, the child will have a more serious sanction that involves a loss of privilege. This will mean either working away from their peers in isolation under the supervision of the Headteacher, Deputy or Assistant Head teachers.

On some occasions, there may be a need to give a red card without a yellow card being given first. Instant red cards will be given for;

- fighting or violence towards others
- verbal abuse (especially of a racist, homophobic or sexist nature) which cause distress to other children and adults
- damage or destruction of property
- theft

If a child receives a red card, a text message will be sent out after 2.30pm on the same day to parents informing them and asking them to contact school at their earliest convenience to discuss the incident with the teacher. We see this is an important part of the process to keep parents fully informed about their child's behaviour in school.

Class teachers will keep a record of any yellow and red cards given out across each week and will monitor closely any children who receive multiple cards. If a child receives two red cards within a week, parents and the child will be asked to attend a meeting with a member of Senior Leadership Team to discuss their behaviour and put any necessary steps in place to try to prevent the negative behaviour from continuing. The behaviour will be monitored to ensure there is evidence of positive learning behaviours, respect and that the child is developing skill, knowledge and application. Monitoring will take place for an agreed length of time. Where children are receiving yellow cards across a week, a letter will be sent out to parents outlining our behaviour expectations so that parents can discuss these with their child. On a weekly basis the Head teacher and Deputy Head teacher track behaviour in classes using the Behaviour Trends Record.

Positive Handling Positive handling using the principles of team teach is used as a last resort and is only completed by staff with Team Teach training, where it is in the best interests of the child to keep them and others safe. Two members of staff will always be present if a positive handling strategy is used and any incidents are recorded in the bound book in school.

Appendix 1

Good To Be Green

At Balby Central Primary we expect the children to behave to a high standard throughout the school day, follow the code of conduct and follow instructions from staff members. We have **3 Core School Rules: Ready, Respectful, Safe**. If a child's behaviour hinders the progress of others the following steps will be followed:



1st

Repair: quick chat at break or a more formal meeting
Time out: short time outside the classroom, on the thinking spot or at the side of the field. Few minutes to calm down, breathe and look at the situation from a different perspective.
Last chance: speak to child privately and give them a final opportunity to engage. Use the 30 second intervention.
Caution: clear verbal caution, make child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'think carefully about your next step.'
Reminder: in private remind child of the 3 rules.
Green card – all children are following the Code of Conduct