

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy

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Revision History:

Version	Date	Author	Summary of Changes:
0.1	March 2015	TG	Due for review
0.2	30.09.2016	DB	To reflect Academy status
0.3	06.02.2017	JH	School Trips & School Clubs clarified as per policy.
0.4	December 2019	JW	Due for review

Behaviour Policy

Our 6Rs approach to behaviour management;

This policy sets out to define a code of appropriate behaviour for North Mead Primary Academy. The policy is based on the school's 6Rs and applies to every individual in school. Our 6Rs underpin our whole policy: praise, rewards and sanctions.

Our 6Rs are:

Ready
Responsible
Resourceful
Resilience
Reflective
Risk Taker

We believe that because our staff and children embody the 6Rs, our school environment is happy, safe, polite and respectful and this includes the atmosphere we create on school trips or outside of school. The general standard of behaviour is the collective responsibility of the whole staff.

From the outset we recognise that there is a distinction between children with behavioural needs (who may have a Special Educational Need at heart) and poor behaviour. Our policy meets the needs of all pupils and, through the use of Personalised Behaviour Plans, makes special arrangements for a very limited number of vulnerable pupils.

1. Praise

1.1 Positive

We aim to emphasise the positive rather than the negative. We always explicitly state the 6R which has been demonstrated when giving praise. We encourage all members of staff to praise in several ways:

- A quiet word of encouragement in line with the 6Rs
- Use of the school dojo system – points according to the 6Rs or messages home
- A visit to another member of staff.
- Praise in front of the group, class or whole school
- Badge presentation in Good News assemblies
- Display of work
- Inviting parents / carers in to share good work / sharing good work through dojo
- A phone call or text message home to share good news

We hold weekly Good News assemblies which publicly recognise children's embodiment of the 6Rs through the dojo system. Parents are invited to see their children receive awards.

1.2 Houses, Dojo Points and Lanyards

Every child that enters the school is assigned to a house (team) and given a lanyard which represents their house. Lanyards are to be worn at Good News assemblies. They are not to be taken home until the end of year six.

Every class has a digital dojo account in which each child collects dojo points. A child can receive a dojo point for embodying examples of the 6Rs and attendance. When a dojo point is given, staff tell the child(ren) which of the 6Rs they have displayed and what the specific behaviour was. A dojo point will also be given to every child present for the register each morning.

Dojo points are collated by a member of staff each week. Every time an individual child gets 100 dojo points, they receive a badge for their lanyard. To celebrate this, their parents are invited to the next Good News assembly where they will see their child get their badge and be invited to a coffee morning where they can get a drink and biscuit with their child. The badges accumulate in the following order:

Green Badge
Yellow Badge
Red Badge
Blue Badge
Green Merit Badge
Yellow Merit Badge
Red Merit Badge
Blue Merit Badge
Bronze Enamel Badge
Silver Enamel Badge
Gold Enamel Badge

When children get to the gold enamel badge, they remove their other badges and take them home so that their lanyard only has their gold enamel badge. Children will aim to complete this cycle 3 times in their time at North Mead Primary Academy. After the third cycle, children become School Ambassadors and will be rewarded with a special Principal's Award Badge.

2. Sanctions and rewards

2.1 It's Good to be Green!

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. Children have a number of chances to make a positive choice based on the character muscles as we recognise we all make mistakes and character is developed by learning from mistakes. Children will be given:

Step 1

A Warning Look

Child given a chance to make a better choice based on the 6Rs.

Step 2

Verbal Warning

Child given a chance to make a better choice based on the 6Rs.

Step 3

Child gets a warning (Yellow) card for the chart (1 minute of Golden Time is missed). Yellow card remains for rest of day. Child given a chance to make a better choice based on the 6Rs.

Step 4

Child gets a consequence (red) card (5 minutes of Golden Time is missed) and moved away from other children in their class or sent to another class for time out. Red Card remains for rest of day. Child given a chance to make a better choice based on the 6Rs.

Step 5

Child gets a consequence (double red) card and takes this to the behaviour lead who will investigate the matter. The Behaviour Lead will record this on cpoms and use teachers2parents to send a text message home. The child remains on double red consequence for the rest of the day. If they misbehave again, they may be sent to the Behaviour Lead to complete work for the remainder of the teaching session. Three visits to the Behaviour Lead within one week results in that child going onto yellow report.

Any child receiving a double red card (Step 5) will have to go to the Behaviour Lead on a Friday afternoon and miss Golden Time.

The following actions have consequences:

- Unacceptable behaviour
- Fighting or play fighting
- Failing to follow instructions
- Not completing work to an expected standard
- Swearing
- Use of intentional racist language

When we do have to deal with unacceptable behaviour, all members of staff follow the outlined policy. We attempt to be constructive by questioning children regarding the 6Rs they have omitted and how they can be a better version of themselves. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed by an appropriate adult. (Class Teacher, Phase Leader, Behaviour Leader or member of SLT)

2.2 Golden Time

Golden Time is a privilege for those children who demonstrate the 6Rs character muscles. Golden Time begins at 2:45pm for the last half hour on a Friday afternoon and gives each class an opportunity to enjoy a wide range of activities together. Children who have lost minutes of Golden Time have to sit out until their time missed is spent. Children that have had consequence cards will miss some or all of their Golden Time.

2.3 Community

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. North Mead Primary Academy staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- We set high standards, apply rules consistently and fairly and expect high standards of behaviour and work
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes at some point and are willing to admit if we are wrong

<p><u>All staff will avoid:</u></p> <ul style="list-style-type: none"> • Humiliating – it breeds resentment • Shouting – it diminishes you • Over reacting – the problems grow • Blanket punishments – the innocent will resent them • Over punishment – never punish what you can't prove • Sarcasm • Leaving pupils outside rooms 	<p><u>All staff will always:</u></p> <ul style="list-style-type: none"> • Keep calm • Listen • Be positive • Build relationships • Carry out any sanctions that have had to be made • Be consistent • Follow up problems to their conclusion
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3. Report System

3.1 Reports

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by appropriate member of staff to say that they have passed the expected standard of behaviour. If a child fails 3 times, the next report will be issued. In lesson time and break time, a double red card is a fail. During lunchtimes, being sent to the Behaviour Leader is a fail. After passing a report the child will step back a level i.e. from red to yellow then to white then off report. White reports are primarily used to monitor a child's behaviour and may be used as a pre-emptive strategy to stop a child ending up on yellow report.

3.2 Consequences for being on yellow report include:

- Break times and lunchtimes are spent inside with the Behaviour Lead
- Golden Time is lost

3.3 Consequences for being on red report include:

- All consequences of being on yellow report,
- Children cannot attend any clubs or after school activities
- Children may not be permitted to attend school trips. The school leadership team will make a pupil by pupil decision.

When a child is placed on any report, parents are always informed by telephone or in person by the Behaviour Lead. If neither work in the immediate term, a text may be sent via teachers2parents. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home.

3.4 A failed red report:

- May lead to an exclusion to another TMET school or a fixed term exclusion. The Principal and Vice Principal can take the decision to exclude a child. The National Exclusion Guidelines are followed at all times.
- May lead to a restart of the red report.

Involvement from the Social and Emotional and Mental Health Team will be requested for children who display consistently challenging behaviour. The agency work with school to offer advice on behaviour. This advice is often extended to parents.

A child may enter the report system at different levels depending on the severity of their behaviour.

3.5 Racist/Bullying/Homophobic/Sexist Comments

North Mead Primary Academy takes a no tolerance view to any form of discrimination. All incidents are recorded, reported and investigated according to the Academy and Trust's policies.

3.6 Guidelines on Intervening in fights/disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. If a child does lose their temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children.

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the Behaviour Lead for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the classroom. If a child is no longer on school premises, the police must be contacted immediately followed by the child's parents.

3.7 Clubs

The school's behaviour system remains in place during any before or after school club. The Behaviour Lead and SLT may ban children from clubs.

4. Happy Lunchtimes

4.1 Happy Lunchtime Sanctions and Rewards

We follow our own happy lunchtimes plan which is designed to ensure successful lunchtimes for children and lunchtime supervisors. Lunchtime supervisors are able to give out dojo points using ipods to reward positive examples of behaviour demonstrating the 6Rs. In addition, lunchtime supervisors will also nominate children for the 'table of awesomeness'. They also follow a three-step consequence system for poor behaviour.

1. A two-minute time out in which the child must stand next to the lunchtime supervisor and apologise.
2. A five-minute timeout in which the child must stand next to the lunchtime supervisor and apologise.
3. If the child will not apologise or make a better choice based on the character muscles, they are sent to the lunchtime Behaviour Lead. The child will lose the remainder of their lunchtime and an appropriate consequence will be put in place by the Behaviour Lead who will also make sure the child apologises to the lunchtime supervisor at a later time. See the happy lunchtimes plan for further information.

4.2 Organisation and Facilities

A range of activities are offered for children to access at lunchtime as part of the Happy Lunchtimes scheme. Some children have to attend certain activities as part of their Personalised Behaviour Plan. Because of the range of activities on offer, children should be able to find something to interest and occupy them during lunchtimes. See the Happy Lunchtimes plan for further information.

5. Pupil Support Systems

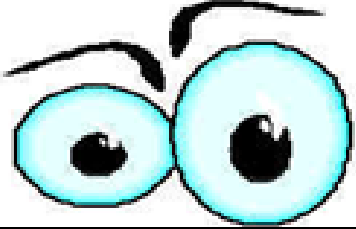
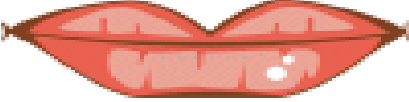

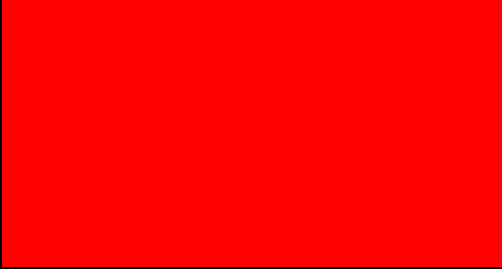
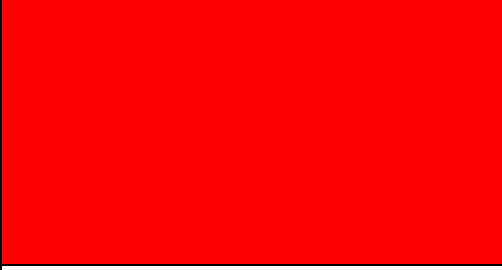
5.1 Personalised Behaviour Plans (PBP)

We have Personalised Behaviour Plans (PBP) to support children with specific needs. These include common triggers and de-escalation strategies. These are shared with all staff. Children with PBPs are known as Plan B children.

5.2 Managing Pupil Transition

Lengthy and thoughtful transition work takes place with the feeder secondary schools involving children having time to meet with the Pastoral Head of Year and complete work and testing for them. All schools that we send children to, are sent progress and personal information about the children and they have designated meetings with the SENDco and the year 6 teachers if needed.

Classroom Management

	<p><u>Step 1:</u> A warning look</p>
	<p><u>Step 2:</u> A verbal warning</p>
	<p><u>Step 3:</u> Yellow card <u>1 minute</u> of Golden Time missed</p>
	<p><u>Step 4:</u> Red card <u>5 minutes</u> of Golden Time missed Move within class / move to your partner class</p>
	<p><u>Step 5:</u> Double red card Visit the Behavior Lead immediately Double red card text message sent to parents / carer Miss next break time Miss golden time on the next Friday</p>
<ul style="list-style-type: none"> • A double red card and an additional return to the Behaviour Lead in one day results in report.* • Two double red cards in a week term results in report.* • Three double red cards in a half term results in report.* <p>* report colour to be decided by the Behaviour Lead.</p>	

Good to be Green

	<p>1 minute lost</p>
	<p>5 minutes lost</p> <p>Move seat</p>
	<p>Visit Behaviour Lead immediately</p> <p>Double red card text message sent to parents / carer</p> <p>Miss next break time</p> <p>Miss golden time on the next Friday</p>

Red and Yellow Reports at North Mead Primary Academy

A child may be put onto report by the **Behaviour Lead** because of:

- A return to the Behaviour Leader on the same day as having already received a double red card
- Two double red cards in a week,
- Three double red cards in a half term,
- A single episode of unacceptable serious behavior.

The report colour will be decided by the Behaviour Leader.

The behavior Leader will contact the parents of the child and log the report in cpoms.

All reports last a week and each session should be signed (pass or fail) by the adult working with them/supervising them.

If a report is lost the report will start again. If a report is forgotten a replacement report may be given – but this needs to be cut out by the child and stuck onto the original report.

Only behavior leaders can tell a child they are off report.

Your child has been placed on report by the behaviour leader for not following the school's behaviour policy. Yellow and red report means that your child will miss their break and lunchtime in order to spend time with an adult in school. We hope that your child will realise how to change their behaviour to not go onto report again.

A completed report needs to be taken to the behaviour leader **before** the child can finish their report.

Lost report = start again

The reason your child is on report:

If a fail is given by an adult, a reason needs to be given. **3 fails** on this report = Yellow report

White Report

	8:40 – 10:10	Break	10:25 – 12:00	12:00 – 12:30	12:30 – 1:00	1:00 – 2:00	2:00 – 3:15
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

