



**East Brent**  
C of E Academy

Where a Love of Learning is Nurtured and Enriched

## Behaviour Policy



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## Our Vision

We are proud to be part of our Christian community and the values we uphold. Our aim is to instil a love of learning, by “Inspiring Learning for Life” whilst also encouraging children to become respectful, confident, independent and creative learners. We aspire to achieve our aims within a safe, nurturing and fulfilling environment.

Biblical link- The vision links to the Parable known as the Pearl of Great Value, Matthew 13:44, which teaches us that the Kingdom of God is a treasure more precious than anything in this world. Just as we inspire children as learners, we encourage them to believe in themselves, respect one another and understand the importance of showing peace and love in the world that God created for us all. The children are the ‘pearls’ of our school.

### Values linked to our vision

Peace Enthusiasm Aspiration Respect Love Strength



## Aims

- To inspire a love and enthusiasm for learning
- To provide memorable learning experiences for our children
- To equip children with skills to reach their full potential and create an even better world for future generations
- To develop children’s self-esteem, their social and emotional aspects of learning including their understanding of rights and responsibilities
- To create a welcoming atmosphere in school where children, staff, parents, governors and visitors all feel included and valued
- To promote positive and respectful behaviour through the teaching of Christian values
- To make further links with local, national and global partners to promote an awareness of the wider world
- To ensure that all our children feel safe, secure and enjoy coming to school

## We will achieve this by:

- Delivering teaching that is stimulating, innovative and inclusive
- Working in partnership with other schools and local and wider communities
- Providing an exciting, creative, inspirational and challenging learning experience
- Promoting a Christian ethos that enables our children to become respectful, considerate, lifelong learners

## Promoting positive behaviour

We promote and encourage our children to behave in a consistently acceptable way by:

- Establishing and involving the children in agreed class charters
- Acting as positive role models in our interaction with others
- Setting clear boundaries of expectation and explain why these are necessary
- Actively encouraging and supporting the children to take responsibility for their behaviour
- Encouraging the children to develop ways they can start to sort out problems themselves
- Teaching the children when it is appropriate to get adult help (See Appendix 1)
- Planning opportunities for self- evaluation and reflection
- Always reinforcing the value of sincere apology, both in word and in deed
- Listening and offering confidential support to parents and children when necessary
- Providing a stimulating learning environment which encourages positive behaviour
- Promote strategies for inclusion by encouraging a non- discriminatory culture

## Positive encouragement/rewards

In order to encourage children to behave well adults will use a range of strategies to ensure that every child has the opportunity to experience success. The strategies were created in conjunction with the school staff, parents and children. These include:

- Linking positive behaviour with weekly Golden Time
- Giving praise, both verbal and written
- Awarding weekly super star certificates
- Awarding team points
- Awarding a range of congratulatory stickers/certificates
- Awarding recognition certificates for achievement towards Jigsaw themes
- Awarding recognition certificates for achievement towards being a “Citizen” of the week and subsequent invitation to the special “Top Table” for lunch
- Awarding recognition certificates for sporting superstars
- Recognising the positive achievements of School Council and other committees elected •  
Recognising the positive achievements of the Year 4 buddy system
- A visit to another member of staff for a positive comment.
- A visit to the Executive Headteacher/ Head of School for a positive comment/sticker of recognition
- Use of the school trophy (with appropriate coloured ribbons) to recognise team point winners of the week
- Using media to recognise positive achievement

## Home / School Agreement

The home/school agreement acknowledges the acceptable level of behaviour expected during school time and is signed at the point of entry to the school. Parents and the Executive Headteacher/ Head of School sign the document.

## Strategy for management of Golden Time linked to behaviour management

Golden Time is an incentive to promote positive behaviour and will be held weekly on a Thursday afternoon at 2.30pm. It will run from Thursday to Thursday and children will start with 30 minutes of Golden Time from each Friday morning. Children will 'sign up' on a Friday morning for what they would like to do in their Golden Time and choices for activities will be selected by the children per half term. Each class will have a Golden Time board with the children's names or pictures and will display 5-minute intervals up to 30 minutes, should children happen to lose any of their special time.

## Strategy for management of unacceptable behaviour during learning times linked to Golden Time to be used only by Teaching staff or HLTAs (Higher Learning Teaching Assistant) responsible for covering the class:

### Unacceptable behaviour

At East Brent C of E Academy, we have high expectations of how all children should behave. We expect all children to behave in a responsible manner and to show consideration, courtesy and respect for themselves and others at all times. Unacceptable behaviour is discouraged through the same routes and by the application of sanctions. Rewards and sanctions are applied consistently by all staff, in all year groups across the school. We treat all children equally and fairly to ensure that they are happy, safe and able to learn effectively.

### Strategy for unacceptable behaviour

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented.

**Step 1 (Stage Zero)** Clear verbal warning followed by a statement of what is expected, starting with the child's name so they are clear it relates to them. This should be done in a calm voice. If this does not deter the child, the teacher will proceed to the next step.

**Step 2 (Stage Zero)** Child's name will go on the Golden Time board to show the loss of Golden time and a brief explanation for the constant or significant interruption of teaching and learning. The reason for this should be briefly and clearly explained, again starting with the child's name. It should not interrupt the flow of teaching. No dialogue with the child should be entered into.

The loss of Golden Time progresses at 5-minute intervals from 5 to 30 but can be earned back from the member of staff who issued the sanction if children make better behaviour choices or show they have rectified any inappropriate behaviour.

**It is expected that children will usually respond to the loss of Golden Time. However, if in exceptional circumstances a child continues to disrupt learning, is not responding to the loss of Golden Time and ignores the sanctions already given, the Class Teacher will move to the next step.**

**Step 3 (Stage One)** A Yellow Warning card will be issued. The child should be moved away from other children at this stage and into another class as a strategy to prevent the situation from escalating. The reason for administering all Yellow warning cards are recorded, reported and monitored by the Senior Leadership Team.

**Step 4 (Stage One)** A Red Consequence card will be issued if the previous steps have failed to deter the child's escalating behaviour or for physical/verbal incidents. The child will be sent to the Executive Headteacher/ Head of School, a letter sent home to Parents/Carers and a playtime and/or golden time suspension will follow. The reason for administering all Red warning cards and playtime suspensions are recorded and monitored by the Senior Leadership Team each week. Parents/Carers will also be informed of any child causing significant concern.

**Suspension (Stage Two)** This is issued immediately following any extreme unacceptable behaviour. The child will be sent straight to the Executive Headteacher/ Head of School. Parents/Carers will be contacted immediately and asked to come to school. A formal letter will also be issued to the child's Parent/Carer and a copy placed on the child's school record.

Unacceptable behaviour includes rudeness and aggression, fighting or physical attacks of any kind, using inappropriate language, refusing to follow instructions, being unkind or using threatening behaviour, any behaviour which is offensive or disrespectful.

Teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

For persistent concerns and a number of suspensions, stage three and stage four procedures from the Wessex Learning Trust Behaviour and Inclusion stages will be followed.

### **Exclusion from School**

We will do everything we can to support children in accessing all aspects of school life through early intervention. We will provide additional resources and work in close partnership with families and outside agencies concerned. In rare cases, it may be necessary to permanently exclude a child from school. This will only be considered after all other possible avenues have been explored. A decision to permanently exclude a child will only be taken in response to serious breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

### **Play and Lunchtime strategy for behaviour management**

The Playground Charter is a summary of children's rights and responsibilities in the playground and is reviewed in consultation with children and staff at the beginning of each year (See Appendix 2). The Yellow and Red card system is also used at play and lunchtime. Children receive a warning for any unsuitable behaviour and given a chance to make better choices. They will be asked to sit on the "Thinking Time" bench for a few minutes to allow some time to calm down and reflect on their actions. If the same behaviour persists then a Yellow Warning card is issued which will result in a

5minute time away from the designated play area. All Yellow Warning cards are reported to the Senior Leadership Team.

If the child ignores the Yellow Warning card having returned to the playground and the same behaviour continues, a Red Consequence card is issued which results in removal from the designated play area for the rest of that play period. The child is sent to the Executive Headteacher/ Head of School. If a child exhibits any of the unacceptable behaviours already listed, a Red Consequence card or Red Card plus is issued immediately and Parents/Carers are always informed and/or called to school.

### **Behaviour management record**

A behaviour management record is used to support children who need regular intervention linked with behavioural difficulties. This provides a means of communication to share between class teachers, parents, SENCO and appropriate professionals when necessary.

### **Involvement of the Governing Body**

The Behaviour Management Policy is reviewed annually with the Governing Body. The Executive Headteacher/ Head of School reports all Red Card and Red Card plus incidents to the Governing Body. This includes any form of racism.

## **BEHAVIOUR POLICY ADDENDUM – COVID 19 pandemic 2020**

In addition to the expectations, rewards, sanctions and systems set out in our school Behaviour Policy the following measures are adopted until further notice.

### **Background**

The pandemic places significant responsibilities on the school for the safety and health of pupils and adults present on the school site. Reduced staffing levels and the requirements for social-distancing also present constraints on the school's normal operation. Pupils' co-operation and positive behaviour are therefore essential for the school to operate in a safe, socially-distanced and positive way during the pandemic.

### **Procedures and rules to support the safe operation of the school during the pandemic**

Pupils will be informed of any new rules and expectations and will have a clear explanation of why these are necessary and how following them will make pupils and adults in school safer and more confident in playing their part at this time.

In particular pupils will be required to promptly and exactly follow:

- altered routines for arrival or departure;
- instructions on hygiene, such as handwashing and sanitising equipment;
- rules about sharing equipment or other items including drinking bottles;
- instructions on who pupils can socialise with at school and at what distance;
- instructions on moving around the school, for example, one-way systems, out of bounds areas and queuing two metres apart;

- amended expectations about breaks or play times, including where pupils may or may not play;
- instructions on the use of toilets, such as not mixing with pupils outside their class group/‘bubble’.

### Hygiene and personal behaviour

Pupils will also receive clear instructions on hygiene and personal behaviour to reduce the risk of transmitting the virus. These will include expectations about sneezing, coughing, using tissues and their disposal (‘catch it, bin it, kill it’) and avoiding touching their mouths, nose and eyes with their hands. Pupils will also be asked to tell an adult if they are feeling unwell or experiencing symptoms of coronavirus (COVID-19). Staff will explain to pupils that there are very clear rules about coughing or spitting at or towards any other person and that any action that deliberately endangers the health of another pupil or an adult at the school will be likely to lead to exclusion from the school.

### Inclusion and reasonable adjustments

The school remains committed to the inclusion of all pupils and will seek to make reasonable adjustments where possible. These might include use of a time limited part-time timetable, provision through a blended offer of in-school and home learning and additional support (subject to available resource) from adults in school.

### Consequences and sanctions

Nevertheless, the health and safety of others is an over-riding priority and if a pupil is unwilling or unable to follow the rules introduced to secure a safe educational environment at this time he or she will face sanctions described in the Behaviour Policy including exclusion from school. The priority must be to ensure the health and safety of pupils so it may not be possible to offer chances to improve behaviour or compliance and a single incident may necessitate withdrawal from a class/activity or use of a sanction.

### Celebrating excellent values and behaviour

The school’s values stress everyone’s responsibilities to each other and virtues such as kindness. The school will find opportunities to praise and celebrate behaviour that shows pupils developing self - discipline and consideration for others.

## Appendix 1

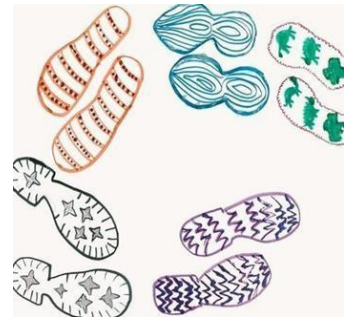
# STOP, WALK, TALK

*If you need some help at play or lunchtime, what should you do?*

**STOP** (Stop and think about what you are saying or doing)



**WALK** (If you are unsure about what to do, turn around and walk away)



**TALK** (Go and find a grown-up who can help you and talk to you)



Appendix 2

# Our Playground Charter

## At East Brent CofE Academy

We have the **right** to:

- Play and lunchtimes
- Play with others
- Play with the equipment
- Be looked after
- Be respected



We have the **responsibility** to:

- Use the equipment safely
- Share equipment with other friends
- Keep ourselves and others safe
- Use Stop, Walk, Talk
- Respect and listen to others