



# The Diocese of Chelmsford

## Vine Schools Trust

# Behaviour Policy

September 2020 – to be reviewed September 2021



*God's word is a lamp to guide our feet and a light for our path inspired by Psalm 119:105*

*Our journey starts here*

At Bulphan we celebrate the uniqueness of every child of God in our Christian was community and encourage them to flourish and shine in all they do, preparing them for life's journey.

*God's word is a lamp to guide our feel and a light for our path  
Inspired by Psalm 119:105*

### **Introduction**

Bulphan Church of England Academy is a school where everyone is valued as our vision statement above outlines. We ensure everyone is treated with respect. Our behaviour policy reflects a positive ethos that builds on the Academy's Core Christian Values of Love, Friendship, Perseverance, Wisdom and Respect.

Bulphan C of E Academy is committed to creating an environment where outstanding and exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### **At Bulphan C of E Academy we aim to:**

- Provide a safe, comfortable and caring environment through the fostering and modelling of our core Christian Values where everyone is valued irrespective of age, gender or race.
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches to resolve behaviour

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural needs and respond appropriately
- Promote self-esteem, self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Be at the door of their rooms at the start of each session to welcome the children
- Positively praise children
- Always pick up on children who are failing to meet expectations and offer timely support

### **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers/Dojo's
- Ensure staff training needs are identified and met
- Use behaviour records to analyse, target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

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*Our journey starts here*

## Behaviour for Learning

We recognise that clear structure and consistency with predictable outcomes have the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely. Children are praised publicly and where possible reminded in private.

Out school behaviour expectations are based on our values of Love, Friendship, Wisdom, Respect and Perseverance. We expect children and staff to demonstrate these values at all times.

We also understand however, that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan (often referred to as consistent management plan) or one plan which may include rewards to reinforce positive behaviour.

Our Values	Visible Consistencies	Over and Above Recognition
Love, Friendship, Perseverance, Wisdom, Respect	<ol style="list-style-type: none"> <li>1. Daily meet and greet at key times of day (morning, after break, after lunch)</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Addressing children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public, Reminding in private where possible</li> <li>6. Consistent language and approach</li> </ol>	<ol style="list-style-type: none"> <li>1. Certificates including star of the week</li> <li>2. Stickers/Dojo's</li> <li>3. Phone call/text or email home</li> <li>4. Verbal praise</li> <li>5. Notes home</li> <li>6. SLT/HT praise</li> <li>7. Class rewards (class points)</li> <li>8. Show work to another adults</li> <li>9. HT award</li> <li>10. Gold cards/Recognition Rainbows</li> </ol> <p><b>This is not an exhaustive list and staff in discussion with HT and SLT can suggest or use other rewards.</b></p>

### Team points/Class Points / Class Dojo Award System

One way that behaviour attitudes above and beyond the expected is recognised is through Class Dojo. This is directly related to our weekly Team Point system. Dojo's can be awarded by any adult for good behaviour attitudes and are clearly linked to our school values. These can be awarded to individuals or to the class as a whole. Children can see their Dojo points on a daily basis.

We also have class point award system whereby pupils are rewarded for positive aspects of school life e.g. hard work, good improvement, kindness etc. When children reach 50, 75 and 100 class point they take part in a reward event.

Children are split into 4 teams across each class and the school – Red, Blue, Green and Yellow. Dojo totals for each team are counted every week and the team with the most Dojo points are announced at Star of the Week Worship every Friday and awarded the team trophy.

<b>Stepped Approach to dealing with behaviour that is not accepted</b> - use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)  This is a REMINDER that we need to– show love, friendship, respect, wisdom, perseverance)  You now have the chance to make a better choice  Thank you for listening</p> <p style="color: red;">Example - 'I notice that you're running. You are not showing our school rule of being safe. Please walk. Thank you for listening.' Or 'I notice that you were talking to your neighbour. You are not showing respect to others. Please listen. Thank you.'</p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)  This is the second time I have spoken to you.  If you choose not to follow our rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / etc ..... ) (learner's name),  Do you remember when ..... (model of previous good behaviour)?  That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p style="color: red;">Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of not being the best you can be and not showing wisdom. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)  You have already had a warning. You need to speak to me for two minutes after the lesson.  You need to.....(Go to quiet area / Go to sit with another class / Go to another table etc)  Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall, go to the staff room etc)  I will speak to you in two minutes or as soon as I can</p> <p style="color: red;">Example - 'I have noticed you chose to use rude words. You are not being kind or showing the school value of being respectful. You need to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
4. FOLLOW UP – Reflection	<ol style="list-style-type: none"> <li>5. What happened?</li> <li>6. What were you feeling at the time?</li> <li>7. What have you felt since?</li> <li>8. How did this make other people feel?</li> <li>9. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol> <p style="text-align: center;">Staff to use judgement to ask, answer and record at least 3 of the questions</p>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b></p>	

## BEHAVIOUR PATHWAY – see above



Reminder  
Warning  
Time Out  
Follow up/Reflection

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

Sent to SLT/DHT/HT  
Parents phoned  
Parents called into school  
Seclusion  
Exclusion

### Sanctions given *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the actions of individuals.
3. Be consistently applied by all staff and in proportion to the action

### Recording of incidents:

All follow up reflections are to be recorded on a reflection sheet as outlined above. These are to be kept in each classroom and will be monitored by SLT on a half termly basis.

Details of all some behaviour incidents that reach SLT or are deemed more serious will be recorded via our online CPOMS system. The Head Teacher and SLT monitor these and takes appropriate action where necessary.

### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have individualised behaviour plans and where necessary Consistent Management Plans to enable all staff to particularly understand that child's needs.

Exclusions may occur following extreme incidents at the discretion of the HT and in line with the Vine's Schools Trust Exclusion Policy.

### Bullying

All incidents or concerns of bullying and harassment should be taken very seriously. Detailed records are kept by the Head Teacher of all incidents of behaviour via CPOMS and as stated in the above policy. Bullying of any type is not tolerated within the school. It is recognised that there are a variety of ways in which a child may be bullied including both physical, verbal and emotional Please refer to St Margaret's C of E Academy's Anti-bullying Policy.

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour attitudes through the policy will always apply.

## Policy review date – September 2021

### Appendix A



## Bulphan C of E Academy

### Behaviour Policy in EYFS, Year 1 and 2

#### Rewards

At the start of everyday, we begin on the sunshine, ready for a good day. Throughout the day, I will remain on the sunshine if my behaviour is good.



If I am on the sunshine all week, then I will have all of my choosing time on Friday afternoon.

Also, I can earn dojos and stickers for good learning and good behaviour.

My class can earn a class points for good behaviour.



If I do something extra special or clearly demonstrate our Christian values, then my name might go onto the rainbow. For this I receive a certificate, which I can take home with me.

#### Sanctions

If I show behaviour that is not good, I will receive a warning. If this behaviour continues, my name will go onto the cloud. I will need to think about my behaviour in a timeout so that I can improve it.



If my behaviour does not improve, my name will go onto the thunder cloud. If my name goes onto this thunder cloud, I will need to a time out (4 minutes in EYFS, 6 minutes in Year 1, 7 minutes in Year 2) to think about my behaviour.



If my behaviour caused me to go straight to the thundercloud, I will lose this amount of my choosing time.

If I end up on the thunderstorm cloud, this will be shared with my parents.

If my behaviour does not improve, I will be sent to somebody on the senior leadership team.

## Appendix B

### Bulphan C of E Academy

#### Behaviour Policy in Years 3, 4, 5 and 6



#### Rewards

When my behaviour is good my card will be green. Every day will begin with a green card.

I can earn dojos for showing our Christian values and for showing good behaviour. Team points are celebrated every week in worship.

If I show exceptional behaviour then I may be given a gold card. For this I receive a certificate, which I can take home with me.

My class can earn class points for good behaviour. Class rewards are given every time we reach 50, 75 and 100 class points. These can be chosen from a list of rewards suitable for my age.

For my outstanding behaviour and attitude I can earn star of the week.

#### Sanctions

If I show behaviour that is not acceptable I will be given a warning and then an orange card change. This tells me that I need to think about my behaviour. Parents will be informed and I will miss my playtime.

If my behaviour continues to be unacceptable I will be given another warning and then a red card change. If I am given a red card change I will miss my next playtime and lunchtime. This will be shared with my parents.

If I get two red card changes in a week I will be given a report card. This will be shared with my parents so they can help me think about my behaviour.

If my behaviour is deemed dangerous or offensive to other people's feelings I may be placed straight on a card change.

I will miss all my playtimes whilst on report until I have had two days of good behaviour, unless the Headteacher deems it necessary to miss more. My teacher will sign my report card after each lesson to show how I have behaved. I will show my report card to a senior teacher each day.

