



Ball Green Primary School

Behaviour Policy

2022-2023

Signed by:

.....
Head Teacher

Date:

.....
Chair of Governors

Date:

Next review date:

September 2023

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Ball Green Primary School

At Ball Green Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Promoting good behaviour amongst pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children have a vital role to play and should aim to build positive relationships with each other. We expect everyone to respect others, their families, culture and beliefs as part of the exceptionally high standards of behaviour that we have at Ball Green Primary School.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking time to ensure that every member of the school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects and impacts on others. Children are respectfully supported to identify ways they can put right the harm which they may have caused. This approach ensures we are not teaching pupils that, by harming others, they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathetic, considerate members of society who have the skills to avoid and resolve problems independently.

Aims:

- ✓ To develop positive relationships through a restorative approach, which promotes self-esteem, self-discipline and which establishes clear expectations of all members of the school community.
- ✓ Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- ✓ By creating a safe, sensitive, and supportive ethos, we want all children to be happy and confident with each other and in their work.
- ✓ To establish a partnership approach which draws on all those involved with the school.
- ✓ To provide systems which promote positive behaviour, and which support all members of the school community.
- ✓ To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- ✓ To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

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Our children and staff are considerate of each other and our surroundings and always behave in a positive way. We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by signing the Home/School Agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

- ✓ As far as possible parents/carers will be informed of achievements so they can share in their child's rewards
- ✓ Staff may use an informal chat at the start of the end of the day, send messages on Class Dojo or arrange a telephone conversation.
- ✓ Reading Diaries can also be used to send messages between home and school
- ✓ The Parents Consultation Evenings also provide a forum for discussion.
- ✓ Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- ✓ Awards given in our celebration assemblies will be shared on Class Dojo.
- ✓ Children will bring certificates, badges and stickers home.

Good discipline is a shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- ✓ Humiliation - It breeds resentment.
- ✓ Shouting- it diminishes us.
- ✓ Overreacting- the problem will grow.
- ✓ Blanket punishment- this is unjust towards the innocent.
- ✓ Harsh sarcasm.
- ✓ Threatening children with someone else's discipline.
- ✓ Using an area of the curriculum as a punishment e.g. extra maths or no P.E

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across the school. These include, but are not limited to:

- ✓ Classroom and schoolwide monitor jobs
- ✓ Supporting admin staff to deliver registers or letters
- ✓ Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl roles
- ✓ School council members
- ✓ Eco Council members
- ✓ Sports Leaders
- ✓ Reading Leaders

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What are our expectations for pupil and adult conduct?

We are proud that we have created a well organised, attractive and stimulating learning environments. We have expectations for the various areas within the school as well as for specific whole school activities:

The school environment

All of us should be proud of our interesting, pleasant and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We always walk quietly around the building, especially when passing through areas where other people are working. We take care not to damage displays and the courage is as we pass and are keen to hold doors open for others, showing politeness and consideration.

Assemblies

With staff leading their class from the front of the line, we enter and leave assembly quietly, unless choosing to sing along to any music being played. We also sit quietly during assembly but should be keen to participate in any interactive parts in a positive and respectful manner. Staff wishing to issue instructions to children assembly, should usually do this using signs where possible, rather than speech.

The Dinner Hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area. Leave the dining area quietly and walk to the playground or field.

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The Playground

Children are expected to respect the authority of all adults equally - there is no distinction between the authority of one adult to another. All children should feel safe outside and must be made aware of the importance of informing adults if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that the school values are being enacted and that any incidents are being dealt with restoratively within a restorative framework.

To ensure this:

- ✓ Children can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- ✓ Children do not pick each other up or play fight and only play football on their year groups designated area which is supervised by an adult.
- ✓ Children only go inside when they have an adult permission e.g. to go to the designated toilets or for First Aid with Mrs. Robinson.
- ✓ Children must stop and stand silently on the first whistle, which signifies the end of break time. On the second whistle. Children walk sensibly and silently to their lines, where their teacher will be waiting for them. They will be led back to class walking one behind the other in their line.

Any serious behaviour incidents should be reported to the member of Senior Leadership who is on duty for further investigation.

Possessions from Home

Children should not bring toys or possessions from home unless for an organised day or if specifically given permission by an adult in exceptional circumstances.

School Uniform

Children are expected to always wear correct school uniform, as it gives the children a sense of pride and purpose and creates the cohesive community that encourages good behaviour. Guidance for school uniform is detailed on the school website and further information is available from the school office. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

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The Restorative Framework is based upon 'knowing the effect that I have upon others. Making changes to the way they approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practice, and we understand the importance of modelling positive language and behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

The Restorative Approach – Building a Positive Community Including Rules and High Expectations.

The ethos at Ball Green Primary School is underpinned by a Restorative Approach. Each teacher works with their class to formulate a class charter detailing a shared set of Rights and Responsibilities for all members of the class community, based on the UN Convention on the Rights of the Child. This is both for children and adults to adhere to and will be on display in the classroom for reference.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the child and the consequences enforced. See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

The Restorative Approach – Dealing with Inappropriate Behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with a key focus on the individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly, with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened. And how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask why something has happened, but it is to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

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The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their viewpoint listened to.

What do you think or feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been hurt, harmed or upset and how did this happen? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support they might need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the schools' rewards and sanctions to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils as responsibility. We are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

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Summarising:

So there seems to be several things bothering you

Encouraging:

Tell me more about that
And earlier you said...

Acknowledging:

That sounds important.
That sounds like it was difficult for you.
Use of body language e.g. nodding

Reflecting:

So, you.... (Repeating back the last few words)

Active Listening

Checking:

So did I hear you say...
Am I right in thinking...?

Empathy:

It is understandable that you are worried/upset about this.

Affirmation:

Thanks for telling me that; I appreciate you talking about this with me

Clarification:

Can you help me to understand that more...?

Implementation of the Restorative Approach – Practicalities

At Ball Green Primary School, we recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of negative behaviour. We are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with children in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and communication cards are all used to support the pupils understanding and development of empathy.

This approach is also adapted for other children throughout the school. Children with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Children are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

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The Curriculum

The personal development of pupils is a high priority about Ball Green Primary School, where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

PSHE lessons, school assemblies, out of school experiences and after school clubs, also contribute to the children's understanding and competency in managing conflicts. Discreet PSHE lessons are taught on a weekly basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or independently where appropriate.

The Restorative Approach and use of consequences

When using consequences at Ball Green Primary School, the child/children should always be involved in a restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as a victim of punishment, rather than take responsibility for their original actions.

with social comment, emotional or mental health difficulties required. Time to calm down and this is an important part. Developing a Child's self-management skills. Timeouts can be offered to children before an incident is dealt with. Appendix One shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

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Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care, to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted to prevent people from doing, or continuing to:

Commit any offence (for a child under the age of criminal responsibility (10 years) what would be an offence for an older pupil,

Cause personal injury to, or damage to the property of any person (including the pupil themselves); or Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, weather during a teaching session or otherwise.

Our policy for Positive Handling is 'the minimum degree of intrusion required to resolve the situation, for their minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. The senior leadership team have attended Positive handling training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves or others or property. It is the responsibility of each member of staff to assess the circumstances, know the contents of this policy. Undecided, they're capable of managing the situation alone, and if physical intervention is required. Where possible, more than one member of staff should be involved.

Positive Handling will always be carried out with the child's safety and dignity in mind. Where there has been restraint used, a record will be kept on My Concern and parents informed as soon as practically possible.

Behaviour and Safeguarding – Peer Abuse [See Peer on Peer Abuse Policy]

We recognise that children can abuse their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of peer abuse, the procedures and guidance in the Safeguarding and Peer on Peer Abuse Policy will be followed.

Behaviour and Safeguarding – Mobile phones and technology

Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must hand them to their class teacher first thing in the morning to be stored in a locked cupboard until the end of the day.

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My Concern: When should behaviour incidents be logged?

DSL's review My Concern regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. The child's class teacher or support staff should log the following incidents/issues on My Concern if they arise for a child in their care:

1. When a child damaged property on purpose (belonging to another child or the school)
2. Racist Incidents
3. Severe swearing/verbal abuse
4. Incidents in which another individual has been injured with proven intent
5. Incidents in which another individual has been injured, the victim reports that this was on purpose, and there is a visible injury, whether intent can be proved
6. Incidents relating to ongoing issues with a child that need recording

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when victim claims intent and the perpetrator claims accident and there are no other witnesses.

If any of points 1-6 occur during lunchtime, the Lunchtime Supervisor involved should report to the class teacher or if necessary, a member of SLT.

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Rewards and Consequences

Good behaviour is rewarded and praised at Ball Green Primary School. We actively look for good behaviour and praise and reward children in a variety of ways recognises that this raises a child's sense of self-worth and their place within the school community.

We strive to acknowledge all known efforts and achievements of children, both in and out of school.

Rewards will be implemented for all children so that respectful behaviour is celebrated and acknowledged. Consequences for inappropriate behaviour choices will be enforced so that all children understand there will be consequences for not making good choices.

Rewards come in many forms at Ball Green, here is a list but this is non-exhaustive:

- ✓ Immediate praise and acknowledgement for positive behaviours
- ✓ Stickers may be used to give praise for positive behaviour
- ✓ Celebration of behaviour through communication with parents
- ✓ Pupil of the Week award in Celebration Assembly
- ✓ Headteachers Award in Celebration Assembly
- ✓ Class Dojo Points [See below]

Consequences will be used consistently in a staged approach, here is a list of possible consequences, how these are used can be seen in Appendix 1:

- ✓ Negative Dojo
- ✓ Communication with parent
- ✓ Time Out in another classroom
- ✓ Missed break and/or lunchtimes [Two or more missed break/lunchtimes in one week – parent to be invited into school to discuss]

How do we use Class Dojo at Ball Green Primary School?

We use Class Dojo as a tool for communication with parents and as a reward/sanction system. We actively encourage all parents to create an account as this can be used to communicate messages to parents and for parents to celebrate their child's achievements. Children can earn 'Dojo points' for positive behaviours and these are accumulated to earn greater rewards.

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Rewards

We embrace a Growth Mindset at Ball Green Primary School, and we celebrate and reward the efforts children make. There are seven non-negotiable areas in which children can earn Class Dojo points in, these are linked to the School Development Plan and have a link to the Growth Mindset Values which underpin everything that we do. These are each worth One Dojo Point. These are as follows:

Attitude to Learning, e.g. Tenacious Attitude to Learning

Speaking & Listening, e.g. Confident Speaking / Listening for Understanding, etc.

Phonics, e.g. Improving Phonics, etc.

Reading, e.g. Relentless Reading Every day, etc.

Writing, e.g. Progress in Creative Writing, Effort to Improve Handwriting, Effort to use Tier 3 Vocab, etc.

Maths, e.g. Maths FAIL, Maths Challenge Seeker, Respectful Team Talk, etc.

Challenging Myself, e.g. Brave Risk Taker, FAIL not Failure, etc.

As reading is a Whole School Priority, children can earn One Dojo Point for reading at home each day and at the end of the week 5 Dojo Points for 'Relentless Reading' and reading every night of the week.

In addition to this, class teachers add other Dojo rewards which are specific to their classroom, again these are worth One Dojo Point.

Reminders

Class Dojo is also used as a tool to remind children and parents where necessary. Neutral Dojos, worth 0 points are used for the following:

- ✓ **Please read at home**
- ✓ **Please sign Home/School Diary**
- ✓ **Warning (Behaviour)** – This will be used in the event of low-level disruption to remind children of the expectations of behaviour.

Negative Dojos

A negative dojo removes One Dojo Point. Negative Dojo's are given following continued poor behaviour following a warning or a more significant event. When a Negative Dojo is given the member of staff giving this will send a 'note' with the Negative Dojo which explains the reason for this. Reasons why a Negative Dojo may be given:

- ✓ Continued low level disruption despite a warning
- ✓ Refusal to conform to school rules
- ✓ Hurting others
- ✓ Damage to property
- ✓ Disrupting learning time
- ✓ Use of bad language

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Prizes

In celebration assembly on a Friday, the class with the greatest amount of Positive Dojo's receive a certificate and an additional play time for the following week. Children earn individual rewards and receive a badge in assembly at the following milestones:

250 Dojos – Bronze Award

500 Dojos – Silver Award

750 Dojos – Gold Award

Monitoring of Class Dojo:

- ✓ SLT will monitor and track rewards and sanctions awarded to pupils
- ✓ SLT will have Class Dojo running on their device and will use this as an opportunity to challenge undesirable behaviours when they are logged on Class Dojo

Expectations for Staff:

- ✓ Teachers are expected to create a Class Dojo account via the website www.classdojo.com and download the free app onto their school iPad
- ✓ Teachers are expected to send out invitations to the parents in their class and regularly encourage parents to join up – please remember to add children new to your class part way through the year
- ✓ Teachers and support staff are encouraged to post regular photo updates on their class page to showcase our learning with parents. Also update with posts to remind parents of upcoming events e.g. trips, assemblies, PE days, homework deadlines etc.
- ✓ Celebrations of work can also be shared individually with parents and to children's individual stories
- ✓ It is not expected that you will have the app on your personal mobile device, please be mindful of the impact this may have on your personal time if you decide to have the app on your mobile device
- ✓ Teachers are reminded not to engage in conversations about personal matters with parents through the messaging service. [Please refer to LA Social Networking Policy for further information]
- ✓ All users of Class Dojo are to make themselves fully aware of the children who are in LA care or do not have permission to have their photographs shared on websites and social media from the school.

This policy will be reviewed and monitored by Miss Kathryn James [Deputy Headteacher] who is the lead for behaviour in school.

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Appendix 1 – Stages of Consequences

Warning Dojo	Negative Dojo	Time Out with another class	Lunchtime seclusion	Isolation/Exclusion
<ul style="list-style-type: none"> ✓ Low level disruption after verbal and non-verbal prompts 	<ul style="list-style-type: none"> ✓ Continued disruptive behaviour despite warning ✓ Refusal to conform ✓ Unkind actions or words 	<ul style="list-style-type: none"> ✓ Repeated refusal to complete work ✓ Repeated disruption to learning ✓ Repeated refusal to follow instructions 	<ul style="list-style-type: none"> ✓ Causing physical injury to another child ✓ Persistent name calling ✓ Swearing ✓ Disrespectful behaviour towards staff ✓ Low level vandalism/damage to property 	<ul style="list-style-type: none"> ✓ Repeated lunchtime seclusions ✓ Deliberate racist comments ✓ Deliberate homophobic comments ✓ Fighting ✓ Vandalism ✓ Bullying ✓ Sexual Harassment ✓ Assault on a child ✓ Assault on staff <p>*Decisions will be made on 1-1 basis by a member of SLT dependent on the severity of behaviour</p>

NB: For children who are persistently receiving time outs/lunchtime seclusion, individual behaviour plans will be created

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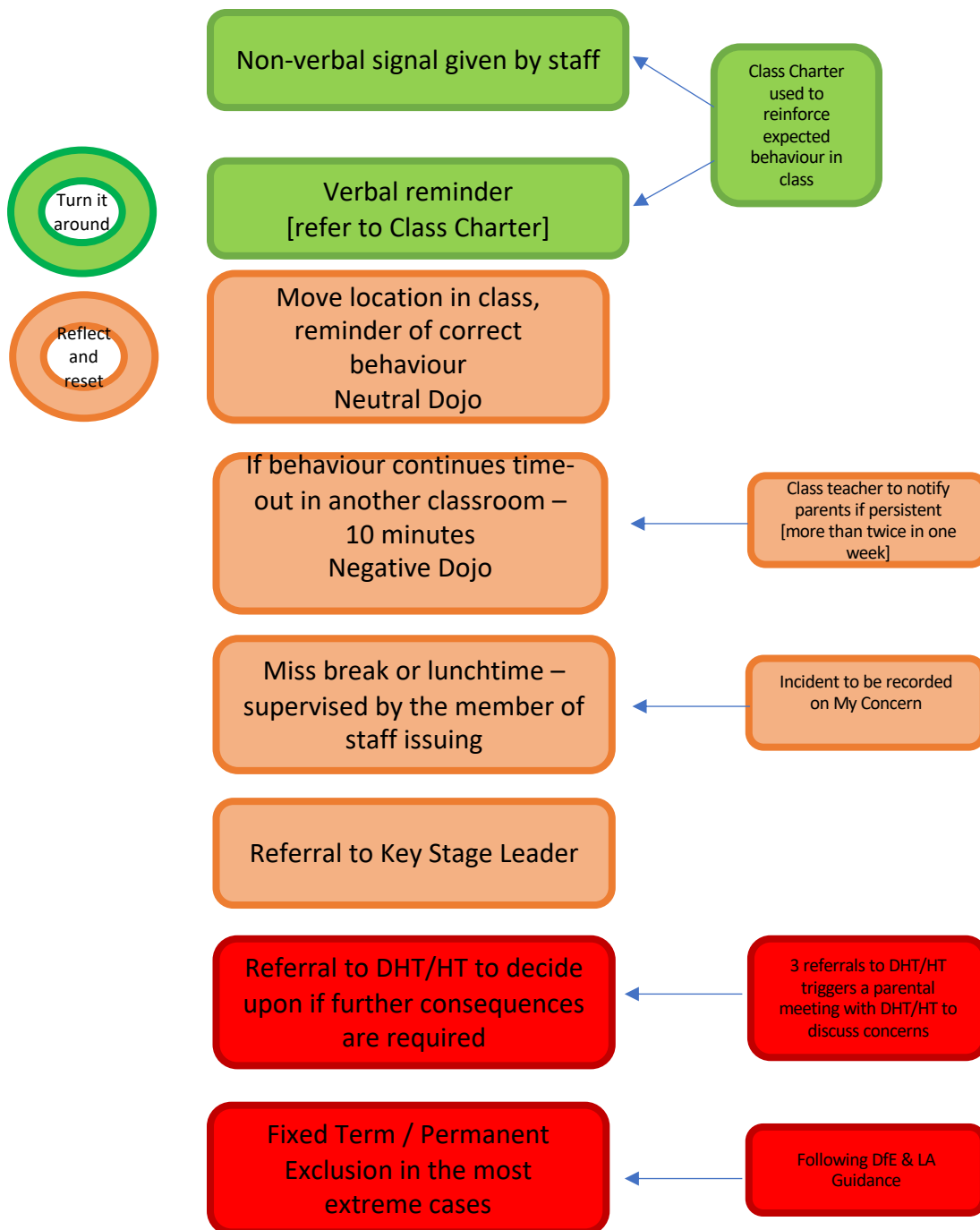
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Appendix 2 – How to deal with inappropriate behaviour



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