



Bluecoat Academy
believe in yourself, in others, in God

BLUECOAT PRIMARY ACADEMY STATEMENT OF PRACTICE BEHAVIOUR

Created September 2017
Reviewed September 2018
Next review September 2021
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Ethos

“All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.”

At Bluecoat Primary Academy we endeavour to create a safe and stimulating environment where everyone knows that they are all valued as God’s children. We have high standards in achievement and behaviour underpinned by the Christian ethos and values of our school. We will provide an educational and social experience to meet the learning and emotional needs of all our pupils within the framework of a caring, supportive and structured environment.

Pupils will be helped to develop their individual potential for growth, self-worth and self-control through experiencing clear and consistent guidance and support on appropriate ways of behaving towards other people within the school and the outside world.

School aims

Our **STRIVE** aims apply to all of our children and staff. Below is a summary of how are STRIVE aims are achieved through effective behaviour managements:

We achieve and celebrate Success

- We firmly believe that children can only learn and make progress in their learning if our school has an orderly and friendly atmosphere, in which children behave well.
- All children have a right to learn, free from distraction and disturbance.
- Our approach to behaviour management is to stress the positive and to recognise and celebrate good behaviour by children
- Children who choose to behave well will be rewarded and praised. Children who choose to behave badly will be made aware of this and face a suitable consequence.

We take care of ourselves, each other and the world around us

- All people have the right to come to school and be safe and secure from harm.
- *All* the people (adults and children) at Bluecoat Primary Academy have the right to be treated politely and with respect by others.

We show integrity in our decisions and actions

Children need to:

- Learn to control and take responsibility for their own behaviour.
- Learn to develop an understanding of the ways their behaviour affects other people.
- Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Consider the impact that their behaviour has upon learning.

We are guided by our Christian Values

Friendship, compassion, peace, forgiveness, justice, hope, trust, thankfulness.

We get involved to be part of something special and to make a difference.

Our Approach

- Our procedures for rewarding children who choose to behave well and for applying consequences to children who choose to behave badly will be open, fair, graduated, straightforward and clear.
- There will be a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development
- All staff will do their utmost to implement our agreed policies in a consistent manner.
- We will work closely with children's parents and carers in encouraging all children to make positive choices to behave well. We expect all parents and carers to support our behaviour policy.

School Rules:

1. **We are kind to everyone** - *Kind with our words and kind with our actions.*

This means that:

We think about what we do and say and how it might affect someone else.
We do not hit, kick, spit at, slap, push or hurt anyone else.
We do not bully, threaten, steal, shout at, swear, name call or tease.
We hold doors open for people.
We help children who are sad or hurt.
We share well with other children.

2. **We show respect** - *We listen to adults and each other, we follow instructions and we are honest.*

This means that:

We listen to what other people have to say - looking at them and responding appropriately.
We do what the adults at the school ask us to do straight away.
We don't back chat, interrupt, shout out, or talk when someone else is talking.
We don't argue.
We don't tell lies.
We don't try to get other people in trouble.
We tell the truth, even if we have done something wrong.

3. **We are careful** - *Careful with equipment, with people and when we move around school.*

This means that:

We don't break things on purpose.
We use things in the way they are meant to be used.
We don't use other people's things without asking.
We put things back in the right place when we have finished with them.
We don't take things that don't belong to us.
We are not rough with people.

We show marvellous walking around school - quiet, smart and purposeful.
We do not run, shout, push or barge into people around school.
We find calm ways to resolve problems with others.

Our Three School Rules are applied consistently and fairly to ensure that all pupils have a right to learn and all staff have a right to teach. Staff and visitors in school are positive role models for our children. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times. At the beginning of each academic year pupils will develop a 'Class Charter' under the direction of their class teacher. Each 'Class Charter' will use age appropriate language to make sure our rules are meaningful and understood by all. Pupils will produce a display of 'The Class Charter' for their own classroom. Visitors to the school are given information about our rules and are encouraged to praise and reward children who are modelling the desired behaviours.

Working with Parents/Carers

The school will:

- Keep parents/carers informed of any issues relating to their child both positive and negative
- Speak to parents politely and with respect
- Listen to parent/carer concerns about their child and investigate them thoroughly
- Support parents in their child's learning and behaviour

We expect that Parents/Carers will:

- Bring any concerns about their child to the class teacher
- Speak to staff politely and with respect
- Not approach and speak to children or parents that they have an issue with
- Support staff in their child's learning and behaviour

Teaching and Learning

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of learning. We aim to establish and maintain routines in the classroom and to train staff and pupils to observe these routines. This helps to maintain boundaries and support the pupils to self-manage their behaviours.

Guidelines for classroom practice:

- We plan learning thoroughly to be stimulating, coherent and well-organised.
- Lessons begin with clear expectations of progress and success criteria for the lesson is agreed
- Each lesson ends with an opportunity for self-assessment of learning
- We make sure that the room is tidy and laid out thoughtfully and all the materials and equipment are ready for use.
- We establish positive expectations of behaviour.
- We model clear communication and positive interactions between each other and between adults and pupils.
- We establish and insist on routines for:
 - entering the classroom.

- seating arrangements.
- sharing a visual timetable for the day.
- distributing and using the equipment needed.
- transition between carpet spaces and classroom tables.
- walking between areas of the school building.

Rewards for good behaviour

Our reward system acknowledges and celebrates academic and pastoral achievements and positive behaviours. Positive recognition motivates pupils to observe our school rules and reach their full potential. Our focus is on:

- **Positive** achievements and behaviours.
- Raising self esteem.
- Creating a **positive** learning environment.

The individual rewards we operate are:

Marvellous Me

At Bluecoat Primary Academy, we value positivity as a major tool in supporting children to manage their own behaviour. To support with this philosophy, we use an internet based reward system called Marvellous Me, an app through which all members of staff can send a 'badge' home by text to parents, notifying them of what their child has done well. These badges reinforce the school STRIVE aims and values (for example children can be rewarded for being kind or respectful), support children in managing their own behaviour (for example 'managing emotions') and encourage positive behaviour, for following school rules or excellent effort in lessons. Marvellous Me facilitates a working relationship between teacher and parent, enabling open communication and an honest representation of a child's behaviour.

We aim to send at least one MM badge home for each child each week.

Badges will not be rewarded for good behaviour in detention, walking 'nicely' to time out or at any point during an outburst of bad behaviour. At no point will any child be rewarded with a badge during or after such an outburst.

Star of the Day

Every class will choose a Star of the Day, with special stickers, badges, chair, cushion etc for the pupil that has been chosen each day.

STRIVE Certificates

There will be a weekly assembly in which good work and behaviour will be celebrated. Each Friday, each class teacher will choose a child who has achieved success and another child who has demonstrated another of our STRIVE aims. Children will have the opportunity to share their work with the school, receive a certificate from the Head Teacher and have their photo displayed in the hall.

Parents/carers are invited to attend this assembly to celebrate the good work that takes place in our school.

Head Teacher's Award

At the end of each term, one child from each class is chosen to receive the Head Teacher's Award. This will be a child who always demonstrates our school aims. A child cannot receive the Head Teacher's Award twice within two years.

The collaborative rewards we operate are:

Stand out moments

Stand out moments are awarded to individuals or groups of children when they are spotted to be displaying outstanding behaviour by any adult in school. We ask all of our staff and visitors to look out for and acknowledge stand out behaviour. If a stand out moment is awarded to an individual it is added to the class stand out tally chart. If it is awarded to a whole (or majority) class then 5 tallies are added to the chart.

The totals for the week are announced in celebration assembly each week. The winning classes are recorded and an icon is used to move on a graph. The winning team at the end of a term receives a reward.

Restorative Justice (RJ)

Staff will receive training on how to administer RJ. We are aware that some pupils may need some extra support at a given time to follow our school rules. When providing this support, we must always remember that we want **restitution not retribution**, and **reconciliation not revenge**. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward. RJ allows opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours. During reflection, pupils will be encouraged to think about:

- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

Consequences for inappropriate behaviour

We use a traffic light system, whereby all children start each day on green to track behaviour. Whilst in the green zone, children are able to earn classroom rewards. Children who excel can move into the Gold zone.

For a child who is choosing not to follow the school rules and is disrupting the learning of themselves or others, they will move from the green zone in a systematic way as follows:

1. First warning, move from green to amber
2. Final warning, move from amber to red
3. Time out in another class for the rest of that session with work to complete (this would be your parallel class where possible or Year 3 if the child is in Year 4, or F2 if the child is in Nursery)

In-line with our value of forgiveness, it should be made clear to children who are in the red zone what they can do to move back into the green zone. All children in the red zone will be spoken to before lunchtime (using restorative justice techniques) to review their morning and to set a goal to achieve that will enable them to move back up the traffic light as soon as possible after lunchtime. This will include showing an awareness of what they have done that is not in line with our rules, showing remorse for this and making a change to their behaviour.

For extreme behaviour or persistent low-level behaviour that has resulted in a child being in the red zone and making no change to their behaviour, a child will be given a detention to reflect on their actions and take time to think about how they can change their behaviour in future.

This involves missing a playtime. Parents will be informed if their child is in detention. Detention will be led by a member of the leadership team as soon as possible after the incident. A restorative justice reflection will be undertaken to avoid the behaviour being repeated in future.

In extreme cases, isolation with the Head or Deputy Head may be required. If this is the case, parents will be informed via a phonecall and when the other elements of this policy has been followed.

NB All children being sent to timeout or isolation must be accompanied by a member of staff (ideally a TA) and not by another child.

Non-negotiable behaviours

There are four kinds of behaviour, which are totally unacceptable.

1. Bullying, intimidating, threatening or verbally abusing others (including swearing) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity.
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Deliberately damaging school or other people's property

These behaviours will lead to the immediate involvement of the SLT, without necessarily going through the usual staged and gradual approach to sanctions.

Children who carry out any of the 4 non-negotiable behaviours will be seen by the Head Teacher or Deputy Head Teacher.

Any child that causes damage to school property will be asked to pay to replace or repair it. The incident will be discussed with the parent.

Recording and Monitoring

It is crucial to keep an accurate and up-to-date log of behaviours that cause concern. This allows us to 'Paint a picture' of the pupils' behaviour and to provide appropriate support. It also gives parents/carers an accurate account of behaviour in order for them to provide support.

Behaviour is monitored closely by the SLT. Electronic recording sheets should be completed weekly by class teachers and saved on the server. Weekly paper-based recording sheets should be updated daily and handed in to the member of SLT on duty. These are followed up on the day to ensure

restorative justice and consequences have been followed through, and to ensure teaching staff and parents are made aware of incidents.

Behaviour sheets will be informally monitoring every week

Behaviour sheets will be formally monitored every half term weeks by the Head Teacher reported to Governors Termly.

Serious incidents, including equality incidents or bullying are recorded on the equality incident/bullying incident reporting form and investigated by the SLT. These are reported the Governing Body termly.

Monitoring triggers

Trigger	Action 1	Action 2	Action 3
Child on lunchtime chart twice in one week or once per week for three running weeks.	SLT to speak to child and set target for the week ahead with increased consequences. Any additional support required?	If no improvement, speak to parents and develop IBC with clearly defined success and review. Any additional support required?	If no improvement, investigation into the cause of behaviour and alternative lunchtime arrangements made.
Child in red zone/SLT involved twice in a week or once per week for three running weeks.	SLT to speak to child and set target for the week ahead with increased consequences. Any additional support required?	If no improvement, speak to parents and develop IBC with clearly defined success and review. Any additional support required?	If no improvement investigation to the cause of the behaviour and alternative support to be reviewed.
Child in detention twice in a week or once per week for three weeks running	SLT to speak to child and set target for the week ahead with increased consequences. Any additional support required?	If no improvement, speak to parents and develop IBC with clearly defined success and review. Any additional support required?	If no improvement investigation to the cause of the behaviour and alternative support to be reviewed.
Child who demonstrates a non-negotiable behaviour twice in a half term.	If no improvement, speak to parents and develop IBC with clearly defined success and review. Any additional support required?	If no improvement investigation to the cause of the behaviour and alternative support to be reviewed.	SEN review/increased support/discussion about high level consequences.

Individual Behaviour Plans (IBC)

Some pupils may require additional support at times to work within our school rules. Individual Behaviour Contracts are created by SLT in conjunction with the class teacher, parent and child in order to set improvement targets and offer positive encouragement for the children to demonstrate the desired behaviours.

A sample of these can be found on the server but all are individual to the child so may vary in format and detail.

On the very rare occasions that a pupil's behaviour is deemed to be dangerous, will put them, other children or a staff member at risk, causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene and remove a child from that situation. This is a last resort, in all cases, and we prefer to avoid this kind of intervention using a range of de-escalation strategies. Key members of our staff are fully trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child.

For children whose behaviour poses a risk to themselves or others, risk assessments and individual handling policies will be produced. In such cases these will be drawn up by the SENCo, in conjunction with the SLT, class teacher, parent/carer and pupil.

This is discussed with the classmates of those children, so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

Parental Involvement

We make our Behaviour Management practices clear to our parents at the start of each year and discuss this with parents and carers during any behaviour meeting held.

Parents/carers are informed of any incidents of inappropriate behaviour and the action which was taken on the day that the incident occurred in line with the procedures set out above.

We also like to inform parents/carers of positive behaviour and encourage them in a non-intrusive way to let us know of any events taking place within the home, which may be having an effect on

At playtime and dinnertime, children will be asked to spend timeout on the wall if they break school rules. Sanctions will not be carried back into the classroom, as this will have been carried out through time on the wall during the playtime.

Any of the non-negotiable behaviours, however, will be treated as exceptional and will not necessarily progress through the sanction system. They may result in being taken straight to the SLT and having a detention or other such sanction applied immediately.

Exclusion

Bluecoat Academy is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may in certain circumstances lead to a period of fixed term exclusion from school. Extremely serious misbehaviour may lead to permanent exclusion.