



Behaviour Policy

At Bells Farm, we aim to build positive relationships with each other, with the children and with their families. To do this we support pupils in developing the skills to maintain positive relationships with others and resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact. Pupils are supported to identify ways they can put right the harm they have caused. We help them to become empathetic, considerate people who have the skills to resolve problems independently and build positive relationships - this is our Restorative approach, otherwise known as 'Peacemakers' (see appendix 4).

Aims:

This policy is in place to ensure that:

- positive behaviour is promoted and inappropriate behaviour dealt with consistently using the restorative/Peacemaker approach.
- there is a learning climate where effective teaching and learning can take place
- all children enjoy school and achieve high standards of work and behaviour
- all children have the skills necessary to form good relationships, so that they can make the right choices for themselves and others.

OUR SCHOOL RULES:

1. Show respect to everyone and everything
2. Behave calmly and safely in and around our school
3. Listen to each other and follow instructions
4. Work hard and take pride in everything you do
5. Share and follow the values that make us good citizens

ROLES AND RESPONSIBILITIES



At Bells Farm, staff, pupils and parents/carers are expected to work together to ensure the safety, well-being and development of everyone in school. We all work together to support children in a positive way, encouraging their learning, independence and self-discipline. Each of us has a responsibility to promote and maintain good standards of behaviour.

The school should:

- create and maintain an environment which is safe and promotes good attitudes and behaviour;
- communicate effectively with parents about their children's welfare and progress;
- ensure that the Behaviour Policy is put into practice consistently across the school.

Teachers and Staff should:

- have high expectations of the children in terms of attitude and behaviour;
- treat all children fairly and consistently;
- equip pupils with the skills to engage with their feelings and deal with them appropriately;
- be understanding of children's feelings and emotions which may affect their behaviour;
- model the good attitudes and behaviour that are expected from the children;
- ensure that the school rules are enforced consistently, and that children behave in a responsible manner;
- reward good attitudes and behaviour appropriately
- deal with incidents in the first instance
- educate pupils to recognise how their behaviour affects others
- inform a senior member of staff about serious or repeated incidents
- record serious or repeated incidents, in case evidence is required at a later stage

SLT should:

- analyse behaviour data for trends and patterns in specific groups and respond to this
- monitor and evaluate behaviour reporting to SLT and the governors
- support staff with approaches to pupils and/or groups of children and ensure referrals take place
- ensure a consistent restorative approach is used by all members of staff

Parents should:

- have high expectations of their child's behaviour



- support the school's behaviour policy
- encourage their children to adopt good attitudes and good behaviour
- to inform the school of any circumstances which may affect their children's behaviour
- respond positively to school's communications regarding their children's behaviour
- uphold the authority of the staff in front of their children
- discuss behaviour concerns with the Class Teacher in the first instance, then the Deputy Head and The Head Teacher (if appropriate)

Children should:

- have high expectations of their own behaviour
- follow the school rules
- be honest and polite
- always give and expect to receive respect

NEGOTIATING WHOLE SCHOOL BEHAVIOUR:

It is vitally important at the start of each new half term that children are reminded of the school rules. In this way they will have clear, simple parameters within which they know they should conduct themselves in order to maintain safety, welfare and well-being of all members of the school community.

The rules should be owned by the children. In order to ensure this, it is important for staff to encourage children to explain why they are necessary and to exemplify what good and unacceptable behaviour looks like.

The schools rules will be displayed around school (in classrooms, corridors and the playgrounds)

BEHAVIOURS FOR LEARNING:

At Bells Farm, we place a lot of emphasis on our children having the right attitude for learning. In order to support the children we actively teach and encourage the following Behaviours for Learning.

Behaviours for Learning	
KS1	KS2
Listening	Active listening
Concentration	Concentration
Perseverance	Perseverance
Pride	Curiosity



Independence	Critical thinking
Working with others	Pride
	Independence
	Work with others

REWARDS AND SANCTIONS:

We use the Good to be Green behaviour charts and procedures in key stage 1 and 2 classes. We use the class Dojo system in Early Years.

REWARDS:

The Bells Farm Behaviour Badge System:

Good behaviour is expected at Bells Farm, and to encourage sustained effort in their conduct, we operate a badge system to reward accumulation of daily "green" behaviour. All children begin the day on green.

For each day that a pupil receives no warnings – i.e., finishes the day on green or above, the pupil earns one point. After accumulating 25 points, pupils receive a behaviour badge. The process is repeated for the next badge. The order of the badges is as follows:

1. Red
2. Yellow
3. Blue
4. Orange
5. Purple
6. White
7. GREEN – it's good to be green!

(In practice therefore, pupils need 175 days of good behaviour to receive a star badge. As there are 190 days in the school year, this is achievable – but only with sustained good behaviour AND attendance.)

Once a pupil has accumulated all 7 badges, they exchange them for a metal shield badge which they keep for the rest of their school life. If a pupil obtains a metal shield badge in one year, they start the following school year wearing this badge. Special recognition will be given to the shield badge holders at the end of each year.



Children can also be rewarded for going beyond green. If they are showing the right attitude for learning, then they will first receive a silver, then a gold card on the 'Good to be Green' wallchart.

Emphasis is placed on the positive recognition of children's achievements, as well as their good attitude and behaviour. In addition to the badges, we recognise and reward in the following ways.

	During Lessons / Assemblies	During Play / Lunchtime
What are children rewarded for?	Academic achievement Effort/perseverance/concentration/listening/thinking Curiosity/creativity Honesty Kindness/Thoughtfulness/helpfulness Working with other/Sharing Good manners Joining in discussion Positive attitude to work Good presentation Quality work Working quietly Being restorative	Helpfulness Honesty Being restorative Kindness/Thoughtfulness Sharing Good listening Good manners Eating their lunch Good behaviour Befriending / including others Lining up well Coming in quietly
How are children rewarded?	Verbal praise / thanks Stickers/Stamps Star assembly Excellent work assembly HT Awards Good to be green charts Golden time Attendance cup/Attendance board	Class mentioned in assembly Verbal praise Stickers

EARLY YEARS DOJO SYSTEM:

- Each child has a "Dojo" assigned to their name, against which they accumulate points throughout the day.
- The children receive Dojo points as a stamp on their hand when they have behaved sensibly and tried their best at an activity.
- At the end of the day the points are counted and added to their Dojo.



- When a child reaches the top of the dojo achievement board, they receive a prize from the prize box.

UNACCEPTABLE BEHAVIOUR:

Inevitably, there are consequences when school rules are not adhered to. Consequences are applied consistently. However, the context and circumstance of each case may allow some flexibility, but a justifiable explanation should be given for this approach.

It must be emphasised that it is the primary responsibility of all staff to deal with discipline situations as and when they occur. It is important that staff deal with situations to establish and develop their own relationships using restorative approaches. Children must engage in discussion with their teachers and teaching assistants to exemplify for themselves what unacceptable behaviour looks like, and why it is unacceptable.

Listed below are examples of incidents the staff at Bells Farm Primary regard as yellow and red behaviours. They are only examples ~ each incident will be taken on its own and dealt with accordingly e.g. Self-defence, rough play, etc.

Yellow The following behaviours are most likely to see a yellow card issued.	Red The following behaviours are most likely to see a red card issued.
Shouting out/interrupting Getting out of seat unnecessarily Ignoring instructions Pushing for priority Rough play Name calling Running in school Making inappropriate noises Rocking on chair Distracting others Throwing things Talking inappropriately and at the wrong times Avoiding doing work that has been set Name calling Defying instructions Telling lies Answering back	Physical aggression including biting Repeated yellow behaviours Persistent or abusive name calling Swearing Stealing Spitting at, or on others Fighting Assault on members of the school community Vandalism/ Wilful damage to school property Bringing dangerous items into school Leaving school premises without consent Inappropriate behaviour of a sexual nature Racist incidents Bullying

SANCTIONS:

We may employ the following consequences at Bells Farm.



If a verbal warning is given the name is changed from green to yellow on the Good to be Green board.

- This is followed by time out in class.
- Unfinished class work to be completed at break-time or lunch-time.
- Inappropriate behaviour at playtime or lunchtime may lead to 'Time out' this is an opportunity for children to reflect on their behaviour with a teacher using the restorative approach.

If a second yellow behaviour is displayed or behaviour does not improve, the name on the board is changed to red.

- Time out taken in another class for 15 minutes to complete work. The class teacher will ensure that a restorative conversation is had at the next convenient time.
- Parents/carers will be informed by the class teacher that a red card has been given on the day it is received.

If behaviour does not improve and 3 red cards have been issued, a referral will be made to DHT/AHT (see appendix 1)

If behaviour does not improve a referral will be made to HT (see appendix 2)

NB: Certain red card incidences may result in a 1 day exclusion or more depending on the severity of the behaviour. Exclusions may be internal (child spends the time in a different year group to their own) or external (child spends the time at home). Either way, the child will have work set by the teacher to complete during the exclusion period.

If behaviour still does not improve then a referral to the Governors to uphold a permanent exclusion will be made.

All staff will ensure that a restorative dialogue is on-going throughout the processes outlined.

If the behaviour is of a persistent nature or a severe concern, then a referral may be made to an outside agency.

If poor behaviour occurs during out of school clubs the child will not be permitted to attend the clubs until their behaviour improves.

In Early Years, children who are behaving inappropriately will receive a verbal reminder by the practitioner and are warned that if the poor behaviour continues they will receive time out on the carpet. Persistent poor behaviour will be referred to the



Early Years Leader and, if it persists, to the Assistant Head teacher and then on to the Head teacher as necessary.

MONITORING OF BEHAVIOUR:

All red card incidents will be recorded on CPOMs. It is the responsibility of the class teacher/member of staff on duty to ensure that this is written onto CPOMs.

- CPOMs will be monitored by the Leadership Team
- The class "Good to be Green" report forms will be monitored monthly by the Leadership Team. This is to ensure that children who are displaying a pattern of regular "low level" poor behaviour in class are monitored and reminded by phase leaders of their need to improve.
- Class teachers complete a record of behaviour on a daily basis.

- Where a child's behaviour is causing concern an individual plan will be drawn up by SLT and possible outside agencies.

BULLYING/CYBER BULLYING:

Bells Farm regards bullying as an unacceptable form of behaviour and it will not be tolerated.

All children are encouraged to tell staff so that the incident will be thoroughly investigated. If it is clear that bullying has occurred, then the parents of the children involved will be informed. Following this, the incident will be dealt with under the behaviour code of the school. If further incidents occur then an appointment will be made with his/her parents to discuss the problem and to look for ways to help. Most problems will occur outside the classrooms, so the children are asked to report any incidents, firstly to the members of staff on duty.

Be assured these incidents are few and far between and on the whole Bells Farm children are well behaved. For more details about our approach to bullying, please see the Anti-Bullying Policy.

All incidents must be recorded on CPOMs.

RACIAL/HOMOPHOBIC/BIPHOBIC/TRANSPHOBIC BULLYING:

Bells Farm doesn't tolerate racial/homophobic harassment in any form. Each incident is taken seriously and is dealt with in the same way as bullying. All incidents will be fully investigated and parents will be informed. Any incidents of Racial / Homophobic Harassment are entered into the Incident Log Book on CPOMS. Staff teach pupils about equality of all, this includes providing opportunities for pupil's to discuss their thoughts and feelings through RE and PSHE lessons, assemblies, circle time and collective worship.

All incidents must be recorded on CPOMs.

LUNCHTIME BEHAVIOUR:



Minor incidents will be dealt with by a verbal warning from a dinner supervisor, a teacher, the deputy or assistant head teacher or head teacher. The rules for wet play are displayed in all classrooms.

- All incidents that occur during dinnertime will be noted by the dinner supervisors and reported to the child's class teacher and dealt with as any behaviour in the classroom would be, e.g. by giving a yellow or red card.

BEHAVIOUR AT BEFORE AND AFTER SCHOOL CLUBS:

These clubs also use the 'Good to be Green' system. If an incident of poor behaviour happens in breakfast club, a yellow or green card will be taken to the class chart. If the incident happens after school then the child would be taken to the Head teacher that evening or the next morning. These behaviours will be monitored by the Head teacher.

THE ROLE OF THE GOVERNING BODY:

If a pupil is referred to the Governors the discipline committee of the Governing Body will look at the case for upholding the Head Teacher's decision to permanently exclude.

EQUAL OPPORTUNITIES:

At Bells Farm we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

SAFEGUARDING COMMITMENT:

The welfare and safety of pupils who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our pupils have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the updated in the latest version of 'Keeping Children Safe in Education' to work together in partnership with other agencies to help pupils to grow up in a healthy and safe environment.

MONITORING OF THIS POLICY

Implementation of this policy will be monitored by the Leadership team and reported to the Governing Body SEN and Safeguarding Committee each term.



This policy will be reviewed annually
Person(s) responsible: Wendy McClelland

Date of policy: July 2017
Date of review: September 2018



Appendix 1
The Role of the Deputy/Assistant Head Teacher
(The DHT as leader for key stage 2 and the AHT as overall leader for key stage 1
and Foundation stage)

The DHT/AHT will

- Give liberal praise
- Give stickers and celebrate the child's success

If behaviour does not improve the DHT/AHT will:

- Contact the pupil's parents after 3 red cards have been issued in any one term.
- Liaise with the teacher, parent to identify strategies for improvement which might include the SENCO or Learning Mentor and establish an Individual Behaviour Plan.
- Place the child on report. This will be a daily record of behaviour that must be shown to a nominated member of the Senior Leadership Team at the end of each day.
- Allocate the child a mentor from Year 6 who will check in with the child each morning reminding them of their targets and be the first point of contact on the playground.

If behaviour still does not improve the DHT/AHT will

- Refer the child to the Head Teacher

The DHT/AHT reserve the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour.



Appendix 2 The role of the Head Teacher

The Head Teacher will

- Give liberal praise
- Give stickers

The Head Teacher will be made aware of red card behaviour after three red cards have been issued in any one term.

The Head Teacher will

- Send a letter home or make a phone call asking to see the parents

If behaviour does not improve the Head Teacher will

- Exclude the child internally OR exclude the child from school for 1 day.
(During exclusion the child is not permitted on school grounds)

If behaviour still does not improve the Head Teacher will

- Exclude the child from school for a fixed period (2 days)

If behaviour still does not improve the Head Teacher will

- Exclude the child from school for a fixed period (5 days). At this point the head teacher reserves the right to consider permanent exclusion based on the needs of the pupil and the safety and welfare of other children.

At this point the Governing Body and the Birmingham Exclusion team will be consulted, and if the decision to permanently exclude the child is made, the parents/carers will be informed.

The Head Teacher reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour



Appendix 3 – Good to be green procedures

The Good to be Green Board

The Good to be Green rewards positive attitudes towards learning and behaviour while addressing poor behaviour as and when it happens in a visual way. Within this process, children have the restorative option of ‘putting it right’ as well as clear visual cues for how to do well.

<p>Gold Recognition of having the right attitude for learning</p>	<p>A gold card is placed by the child's name. A sticker given</p>
<p>Silver</p>	<p>A silver card is placed by the child's name. Verbal/descriptive praise given</p>
<p>Good to be Green All children begin the day here</p>	<p>A green card is placed by the child's name. Any poor behaviour to be addressed by a look/ verbal warning.</p>
<p>Yellow Time out in class</p>	<p>A yellow card is placed by the child's name. Reminder of good choices given. Children sit by themselves before moving back to join the class.</p>
<p>Red Time Out in another class</p>	<p>A red card is placed by the child's name. Children lose their Good to be Green mark. Recorded on CPOMs. Parents/carers will be informed of each red card. Three red cards will result in a conversation between parents and SLT. Reflection sheet completed at break time the next day. This allows the child to reflect on their behaviour and put it right.</p>

At any stage – as and when the behaviour improves – the cards can go back from red – yellow –green.

At any stage – where there is EXTREME poor behaviour – stages can be skipped.



As a restorative school we support and encourage children to reflect on their behaviour, develop social skills and take accountability for their behaviour.



Appendix 4

Peacemakers (Restorative Approaches) Code of Practice

Here at Bells Farm we are working together to improve how we build, keep and promote positive relationships. We use a Restorative Approach to behaviour and learning. At Bells Farm, we call this 'Peacemakers'.

What is Peacemakers?

Peacemakers is an approach that helps everyone involved in an incident share how they are feeling about it, how it has affected them and what has happened. By going through this process, everyone is able to put right what went wrong whilst feeling listened too. It can bring those harmed by conflict and those responsible for conflict into communication. This helps us build good relationships and gives everyone involved the skills needed to resolve problems, begin to repair harm and find a positive way forward. Using this method allows both children and adults to become more independent and develop empathy for others. **We are working alongside Peacemakers to develop this.**

(www.peacemakers.org.uk)

Restorative Approaches allow schools to become solution focused; people to develop strong conflict resolution skills, learn about their own behaviour and its effect on others and encourage people to recognise harm caused and resolve their own conflicts in an appropriate and supportive way.

Who are the Peacemakers at Bells Farm?

- Pupils
- Peer mediators
- Parents
- Teachers
- All Staff
- Governors



How do we deliver Peacemakers at Bells Farm?

Restorative approaches link with our Behaviour policy. In school we build relationships using a number of different strategies. Some examples include:

- Check in, check out time
- Circle time
- PSHE curriculum
- Assemblies
- Restorative circles
- Restorative chats
- Displays promoting emotionally literacy
- Peer Mediation

How do we help children to actively problem solve?

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What do you think now?

Who has been affected or upset by this and how?

What needs to happen to put this right?

What is Check in/Check out Time?

This is an opportunity during register time or at the end of the day for pupils say how they are feeling. If the children a negative response, then this will prompt a member of staff to have a further discussion and find out what the issue is. This enables the child to verbalise their feelings and create a positive response so that the child can move forward as, often, worries which seem big to a child can easily be solved. It also allows pupils to understand how others might be feeling so that they can be supportive too.

What is Circle time?

During circle time, all the children from one class, sit together in a circle to do activities and learn from each other. Activities and conversations are had to develop emotional literacy, empathy and co-operation.



What language do we encourage?

We ask that the children explain how they are feeling all of the time so that they can identify how they react when they have these feelings and how they can respond well to them. As such we try to move language away from happy, sad and angry and towards language such as proud, frustrated and annoyed. All classrooms display alternative language.

Why are we doing this?

- To provide a safe environment and opportunities to discuss issues
- To encouraging appropriate behavioural changes
- To encourage people to talk about how they 'think' and 'feel'
- To develop an acceptance of responsibility
- To developing an emotional intelligence