



WHITTONSTALL AND BROOMLEY FIRST SCHOOLS



Behaviour, Attendance and Discipline Policy

'Promoting a climate of high expectations and developing the whole child safely'

Rationale

At Whittonstall and Broomley First Schools we aim to create a happy, caring and stimulating environment for all our children. It is of the greatest importance that all children feel valued, safe and secure while respecting the physical and emotional welfare of others. If problems of behaviour do arise and satisfactory resolutions are to be achieved for all concerned, then school and home must work together. We believe in helping children to reach their potential and become great citizens of the future.

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in September 2020

It is due for review on 1st September 2021.

Signature: L.Barker Date 01/09/20

Executive Head Teacher

Signature D. Kendall Date 1/09/20

Chair of Governors



Aims and Values



We aim to: -

- Initiate a shared ethos among the whole school community where parents, staff, children and governors have common values
- Apply positive attitudes to create a caring, family atmosphere in which teaching and learning can take place in a safe, happy environment
- Promote responsible behaviour, develop self-discipline and encourage in children respect for themselves, for others and for property
 - Encourage good behaviour rather than to simply punish unacceptable behaviour by celebrating positive attitudes and offering a range of rewards for children of all ages and abilities
- Make clear to children, the distinction between minor and more serious misbehaviour and a range of sanctions that will follow
- Treat problems when they occur in a sympathetic manner in the expectation of achieving an improvement in behaviour

Code of Conduct

All members of the school community are asked to: -

- Respect each other
- Respect their own and other people's property and take care of books and equipment
- Be well behaved, well mannered and attentive at all times
- Walk when moving around school
- Report any grievance against another child to a member of staff who will deal with the matter
- Refrain from physical violence which is totally unacceptable, neither is retaliation. Repeated or serious incidents will lead to severe consequences

This code of conduct has been formulated with the safety and well-being of the school community in mind and to enable the school to function efficiently as a place of learning. The children at Whittonstall and Broomley are taught this conduct through values we believe are fundamental to helping the child become a citizen of our world.



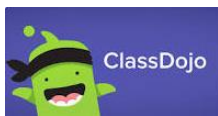
Rewards



At Broomley and Whittonstall we believe in high expectations of behaviour for all members of our school community, and such high expectations should have positive rewards.

When children in our schools demonstrate the high expectations through their own behaviours they will be rewarded with the following:

Individual rewards:



Class Dojo

- Each child in school will have a 'Dojo' character from the online Class Dojo programme. This will allow them to earn points for achievements in class. This for example, may be for participation, outcome, being a good friend, respect, plus many more.
- When a child reaches a set number of points they will be given the opportunity to change their character on line.
- When they reach the second designated number of points, they will be rewarded with a dip in the class 'sunshine box'.
- Each individual class will assign the limits for these rewards dependent on child age and development.
- Once the child has reached the sunshine box, their points are reset and the process begins again.

Group rewards



Marble Jar - Children will also have the opportunity to work as part of a group and build up rewards as a class, through the use of a marble jar.

- Children will earn class marbles to be placed in to a clear jar in the classroom.
- Marbles may be earned through teamwork and whole group participation. This, for example, could be through quickest or smartest class to line up after break, clearing away quickly and efficiently or for a whole class lesson that was very successful (such as a drama performance).

- Once the class have filled their jar, they may have a 'Marble Jar Party'. This will be a reward chosen by the class themselves as a reward for their great teamwork. Examples of marble jar parties may include movie and hot chocolate, extra playtime, or a craft afternoon.
- Once the jar has been filled the marbles are emptied out and the process begins again.
- Please note: Marbles may not be removed from the Jar for any reason.

Whole School Rewards

All children in school take part in a weekly Celebration Assembly, due to the current restrictions in school this assembly will no longer be whole school but be held in class instead. This is an assembly to celebrate all of the wonderful things that are going on in school and an opportunity for the children to receive recognition from their wider school community. Every week the following certificates and rewards are presented to children to support our whole school behaviour ethos.

Assembly:

- Star of the week
- Head Teachers Award
- Citizen Awards

We also reward behaviour verbally and with the use of stickers, each class teacher has individual stickers to give the children in their bubble.

Marvellous Me



The school has the Marvellous Me parent reporting system. Teachers will use this system to help inform parents of the achievements in school, including those that are behaviour related.



Sanctions



To ensure we all have a positive fun learning experience in school, each class has put together a set of class rights. These vary slightly in each class (the children have produced these rules themselves) however they follow the same consistent themes in our school;

Respect, teamwork, perseverance, honesty, and kindness.

When children do not behave in this way we have adopted the following strategies to help support their behaviour in school:

Classrooms: All classes will work through the steps below to ensure consistency for your child as they work around school.

- *Step 1: - staff will give a verbal warning to child*
- *Step 2: - child's name on the board*
- *Step 3: - reflection time at break with adult (5 minutes)*
- *Step 4: - time out (within Bubble setting)*
- *Step 4: - Speak to a senior leader and parents.*

Playtimes: During break times staff will use a card system that works as follows:

- *Step 1: - Inappropriate play/ rough play – staff will give warning to child*
- *Step 2: - If this continues staff issue an 'inappropriate behaviour' card to the child.*
 - The child remains with that staff member for 5 minutes reflection and cool down (walking around with the staff member at a social distance)
 - The card is then given to the teacher after break.
 - The teacher may phone home dependent on the action
- There are a range of activities and games for children in each bubble to engage in at every break time.



EYFS



Within the Early Years we support the whole school vision that we all have a responsibility to behave in a way that enables all of us to learn and explore in a safe and happy environment.

In the Early Years children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

The Reception team will intervene when behaviour is persistently disruptive or potentially harmful.

We do this by;

1. Providing a first verbal warning; being clear about the behaviour that is unacceptable.
2. Providing a second verbal warning; supporting the child to think of solutions to put things right.
3. Providing quiet time away from the situation with our 'Thinking time box' before talking through the situation.
4. Informal meeting with parents/carers to share strategies and ensure we are giving a consistent message.

At times it may be necessary to skip steps or seek the support of additional members of staff. In which case we would inform the parents/carers the same day

Our EYFS children continue to follow the whole school reward and sanction policy at break time and playtime.



Individual Behaviour Plans (IBP)



At Whittonstall and Broomley we realise that each child is unique and may have a differing behavioural need. Therefore for children with a specific behaviour focus, we will be introducing Individual Behaviour Plans (IBP) to support their needs.

These will be put together by the class teacher with recommendations and advice from the school SENDcO. The parents of the child and the child themselves will be involved in the process at each stage to ensure school and home cohesion.

The contents of each plan will be individualised for the child but will follow the format in appendix A.



Appendix A



Example IBP



Individual Behaviour Plan



Name: XXXXXX

Date: 2020

Strengths:

Concerns:
Summary:
Concerns:
Triggers within school: (observed so far)

Current strategies and support in place:
Strategies to support: - General

Incidents
<u>When/if incidents occur staff are required to:</u>
<ul style="list-style-type: none"> • ignore any insults • Use a calm voice at all times • Respond with questions • Use only a few words • Follow the agreed strategies from the solutions based approach - Calm down zone • Inform SLT if needed to come and support the situation.
<u>Consequences:</u>

_____ worked with _____ to make this individual behaviour plan and agrees they think it is fair and achievable.

Signed: |