



# Behaviour Policy

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Then every three years

# BEHAVIOUR POLICY

Within our school we have a high expectation of acceptable behaviour which is crucial to providing a positive, happy learning environment for our children. We expect everyone within the school to encourage appropriate behaviour and follow our school values. Our school has a positive behaviour management system which is clear, consistent and manageable. There is a whole school structure to managing behaviour which is shared with all children, staff and parents. We encourage all children to develop a positive self image and expect them to take responsibility for their own actions. The behaviour policy ensures that all members of our community learn about and follow our school values of being respectful, being a team and most importantly being happy. This then allows us to be confident, curious and creative learners.

## 1. At Bordon Infant School we believe that our school community should:

- Be respectful
- Be a team
- Be happy
- Be confident
- Be curious
- Be creative

## 2. We believe that this is best achieved by:

- Focusing on the needs of every child as an individual
- Having as much focus on a child's emotional and mental wellbeing as their academic development
- Focusing on and rewarding positive learning behaviours
  - i. Collaborating
  - ii. Evaluating
  - iii. Persevering
  - iv. Questioning
  - v. Staying focused
  - vi. Being independent
  - vii. Using your imagination
  - viii. Being a good communicator
- Using the online system Class Dojo to reward these behaviours
- Recognising all behaviour is a form of communication we need to understand

- Each class designing their own class values, based on the school values, which is then shared by all staff, pupils and parents at the beginning of the school year and displaying them in the classrooms
- Working with parents on developing appropriate individual strategies, where needed
- Working with the school SENDCo for children with ESD (emotional, social, behavioural difficulties) which are outside appropriate patterns

### **3. Dojo System**

The dojo system is an online system of rewarding good behaviour which is linked to our learning toolbox. Children can get points for their individual dojo if they have demonstrated one of the following learning behaviours:

Collaborating  
 Being independent  
 Evaluating  
 Persevering  
 Using imagination  
 Communicating  
 Questioning  
 Focusing

When given a green dojo by the teacher the children are able to put a point on the interactive whiteboard and see their score change throughout the week. Before Golden Time, on a Friday afternoon, the top five Dojo champions per class are revealed and they have the choice of participating in a special activity. The champion from each class is displayed in the classroom window.

Points are rewarded for positive reinforcement, wherever possible. Everyone in the class will receive a dojo if they have demonstrated that learning behaviour, if they haven't they won't get one. This provides a very positive model for those that need support.

Any child that is not showing appropriate behaviour will receive a warning and be supported to make good decisions. However, if they continue with the unwanted behaviour then a red dojo may be given. Certain actions, such as purposely hurting another child, would result in instantly getting a red dojo. Each red dojo given will mean the loss of two minutes of Golden Time on Friday afternoons.

### **4. Class Values**

At the beginning of the year each class decides a set of values (rules) that they agree to. This is a democratic process where children share their ideas and then vote for the main six, linked to the vision bee words. This is displayed

prominently in the class and continually referred to, every child signs it. A copy is also sent home in the first half term.

## 5. Golden Time

Golden Time is a special time on a Friday afternoon lasting between 45 to 60 minutes. During Golden Time the children get to access special toys and activities that are not available during the normal school week. Children missing some of their Golden Time, as they have had a dojo point taken away, must sit and watch the rest of the class playing while they are waiting for their time to pass. Every child will get some Golden Time, there is never a situation where a child will lose their entire amount of time.

## 6. Other Rewards

Each week, one child per class is chosen to be Star of the Week. The star is rewarded with a certificate in Celebration Assembly and has special privileges throughout the following week, as agreed in their class, such as sitting on the star chair. As well as the dojo system, good behaviour may also be rewarded with stickers or a star on their Learning Toolbox Chart.

Each child has a Learning Toolbox Chart in their target folder. Three dojo points in one area is converted into a star on the chart. When a child has achieved all the stars for a learning skill they will go and show the Headteacher and receive a certificate. When they have 10 stars filled in, they receive a badge and stand up in Celebration Assembly. Children with a specific behaviour plan might receive different rewards from the rest of the class while they are working on a specific aspect of their behaviour.

## 7. Other Sanctions

- As well as being given a red dojo point, children may be asked to take some time out within the classroom. Any child taking time out **must** have a sand timer so they know the length of time they must spend thinking about their behaviour
- Children may, after having a time out in class be taken to another class for a time out or to complete some unfinished work
- **Children must never be sent out of the classroom unsupervised as a sanction**
- For severe incidents of inappropriate behaviour, the child will be sent to the Headteacher's office. The Headteacher will then decide on an appropriate sanction, which may include calling the child's parents

## **8. Emotional resilience**

If children have an issue with emotional resilience and are struggling to understand and accept the class dojo system, these are the stages we go through.

1. Implementation of sticker charts or individual behavioural charts in the classroom
2. Small groups to address the child's social and emotional skills
3. Referral to an ELSA if further support is needed
4. Referral to SENCo for additional support including external support if required

All individual behavioural needs will be discussed with parents before stage one is undertaken.

## **9. Special Needs**

If a child is exhibiting extreme behaviour issues or their behaviour is having a significantly negative impact on their learning they will be considered to have a special behavioural need and will then be given an Individual Behavioural Plan (IBP). A meeting will be called with the child's parents, class teacher, SENDCo and the Headteacher, if appropriate, to discuss the plan and its implementation. Consistent support between home and school is deemed essential to the success of the plan and the school will work closely with parents to support the child's needs. If the behaviour is having a significant impact on the child's education they may also be put on the schools Special Educational Needs register (SEN register) and where necessary, outside agencies such as Behaviour Support or the Educational Psychology Service will be contacted for support.

## **10. Nurture Group**

In our school we do not believe nurture is a room. Nurture is a whole school state of mind. If, however it is deemed appropriate, some children will attend Nurture group as part of a small group, to work on specific social and behaviour skills. Parents will always be informed before a child starts attending Nurture group. The amount of time a child spends in Nurture group during a week will be decided by the SENDCo in consultation with the class teacher and regularly reviewed. Use of nurture should be focused on the child being back in class as soon as possible.

## **11. ELSA (Emotional Literacy Support Assistant)**

There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning and some will require greater support to increase their emotional literacy than others.

An ELSA is a specialist Teaching Assistant who works with children who are showing a range of emotional or social difficulties, for example, shyness, low self-confidence, sadness, angry feelings or friendship problems. ELSAs have been chosen because of their ability to build good relationships with children. The ELSA plans with the child's teacher to set individual objectives for the child. The ELSA will then work with the child, either individually or sometimes in a small group, using activities targeted to the child's needs. Typically ELSA work takes place over 6-12 weekly sessions.

## **12. Parental involvement**

Parents will always be informed of any exceptional behaviour, both positive and negative. In the cases of significant examples of negative behaviour parents will be informed as soon as possible either face to face or by telephone.

The school employs a Family Support Worker (FSW) who is used to support both school and parents in effectively dealing with behavioural issues. The FSW works on a wide range of issues both in the home and in the school. The aim of the FSW is to create a joined up approach between home and school, and in supporting the child.

The school believes that effective home school communication is essential to the development of all children. The school works with parents to create consistency for the child. The schools Home School Agreement sets out the expectations on the parents and the school. Every parent is given a copy of the Home School Agreement to sign when their child starts school.

## **13. Exclusion**

The aim of our school is to not exclude children as it is never a solution to any issues and in the long term can make problems worse. In extreme situations however it may be in the best short term interests of the child. At the discretion of the Headteacher children may be excluded from school either for a fixed period of time or permanently. The length of the exclusion will depend on the severity of the incident leading to the decision to exclude. Exclusions will be managed in accordance with County and DCSF guidance.

## **14. Class Reward**

In addition to other rewards in this document class teachers can decide that they are going to work towards a class reward, appropriate to the age group and negotiated with the children.

### **Other policies to be read in conjunction with the Behaviour Policy**

- Single Equality Plan
- Anti-Bullying Policy
- Restrictive Physical Intervention Policy
- Challenging Behaviour in School Risk Assessment