



Behaviour Policy

Hope SENTAMU
LEARNING TRUST

Implemented: October 2019
Reviewed: June 2021
Annual review due June 2022

Behaviour Policy

Our vision is to provide an education which transforms lives and communities. In partnership with our parents, church and communities, and through our Christian values of HOPE, RESPECT, PERSEVERANCE and COMMUNITY, we aim for everyone to reach their full potential in body, mind, heart and spirit.

Jeremiah 29:11 "For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."

Philosophy

Baldersby St James is a nurturing school which focuses on positive praise. All staff openly show that they care about the children and provide them with a safe, calm and purposeful place to learn. Our philosophy towards responding to behaviour is rooted in the Restorative approach; we aim to provide the children with very clear boundaries and consequences to behaviour. All children should be treated fairly and favourably and adjustments are made **to include all pupils in all activities, wherever possible**. We encourage positive learning behaviours throughout school.








The Governing Body and all staff believe this is best achieved where there is a common understanding of the school rules and rewards system. A consistent approach is undertaken by all staff in promoting 'the agreed whole school policy' on promoting positive relationships and behaviour and above all the highest of expectations are upheld at all times, with positive attitudes demonstrated by everyone.

Within our Christian ethos, this is reflected our core Christian values of:

- HOPE: We are committed offering everyone a fresh start and our hope is for everyone to flourish.
- RESPECT: We recognise that everyone is both unique and equal and we treat everyone with dignity.
- PERSEVERANCE: We take every opportunity to enhance a child's self-esteem by praising achievement and exercising rewards appropriately. We encourage all take responsibility for their actions and repair the situation when needed.
- COMMUNITY: We work as part of a team and develop positive and nurturing relationships showing compassion and forgiveness.

Going for Gold

Every class has a behaviour chart which has each child's photo on it and the colours shown below. Every child starts each day with their photograph on green and can move on the chart when showing the behaviours listed below.

	COLOURS	BEHAVIOURS	CONSEQUENCES
	Gold Outstanding	<ul style="list-style-type: none"> • Consistent silver behaviour • Consistently showing the SR's for learning • Consistently being a role model • Consistently going 'above and beyond' expectations • Leading by example and encouraging others 	<ul style="list-style-type: none"> • 5 dojos • Golden letter to parents • Gold badge • Name on Golden Scroll • 3 golds/term = Golden Ticket
	Silver Wow!	<ul style="list-style-type: none"> • Consistent bronze behaviour • Being resilient – not giving up when something is hard • Taking risks with learning – trying new things • Being a reflective learner – thinking about how I can improve my learning 	<ul style="list-style-type: none"> • 3 dojos • Praise • Silver sticker • Move up treasure chest ladder 10 steps = prize
	Bronze Great day	<ul style="list-style-type: none"> • Showing consistent green behaviour • Promoting positive relationships – showing kindness and consideration to others • Making positive contributions in learning time • Showing initiative • Being a role model to others • Being an independent learner 	<ul style="list-style-type: none"> • 2 dojos • Praise • Bronze sticker
	Green Ready to learn	<ul style="list-style-type: none"> • Co-operating with others • Showing good listening to all • Following adults' instructions • Being polite and respectful • Trying our best • Being safe, calm and in the right place • Treating the school environment and property with respect • Wearing our school uniform • Having the correct equipment 	<ul style="list-style-type: none"> • 1 dojo • Certificate for staying on green or above for a whole half-term
	Yellow Think about it	<ul style="list-style-type: none"> • Distracting others from learning • Rocking on chairs • Talking over someone • Not working to the best of your ability • Not co-operating with others • Not moving safely or calmly around school • Not being in correct uniform 	<ul style="list-style-type: none"> • Warning • 3 minutes reflection time
	Orange Reflection time	<ul style="list-style-type: none"> • Name calling or unkindness to others • Taking or damaging property • Being disrespectful or rude • Not following adults' instructions • Repeated yellow behaviour 	<ul style="list-style-type: none"> • Reflection time in buddy class • Complete reflection sheet • Reflection with class teacher on return • Negative dojo • Class teacher informs parents
	Red Serious consequence	<ul style="list-style-type: none"> • Repeated orange behaviour • Swearing • Fighting • Leaving class without permission • Intimidating others • Bullying (including cyber bullying) • Racism 	<ul style="list-style-type: none"> • Senior Leader/Pastoral Team Involvement • Senior Leader contacts parent • Lunchtime detention • Internal Exclusion • External Exclusion

The principle behind the system is:

1. That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
2. That teachers will promote positive behaviour management skills in class to allow the children to make the right choices.
3. Pupils who are regularly following the rules are noticed and recognised.

Rewards at Baldersby St James:

- Verbal praise
- Stamps for being moved to bronze and silver on the behaviour chart
- Certificates – head teacher or class teacher
- Jobs of responsibility
- Stampers when favourable behaviour for learning is seen by adults or commented upon by the children peers. These stampers add up to certificates; 20 stamps bronze, 40 stamps silver and 60 stamps gold. Also when reaching gold the child is able to select a new book to keep from the 'GOLD BOOK BOX'

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. We make every effort to ensure that consequences are applied calmly, firmly and consistently. Children are moved to yellow and orange on the behavior chart if they display any of the behaviours outlined on the chart above. Children are able to move back up the behavior chart from these colours, if they choose to change their behaviour. If a children's name is moved to red, their picture remains there for the day and parents are contacted and asked to fill in a form. Children can accumulate more than one 'red' in a day.

Red Behaviour Sanctions

Number of times on Red	Action	Responsibility
1 – 4	Notification to be sent home for parents to sign and return. Teacher to communicate the red form with the parent. Letter to be put in child's file	Class Teacher
5 & 6	Class Teacher contacts parents to discuss behaviour and to consider supportive strategies.	Class Teacher
7	Notifications continue to be sent home to parents for them to sign and return but the pastoral team also contact parents to discuss what support can be given. The pastoral team also meet with the child frequently to discuss their behaviour and consider solutions to any barriers for good behaviour.	Class Teacher Pastoral Team/SENDCo
8	Notifications continue to be sent home to parents for them to sign and return. A member of the SLT contacts parents to discuss behavior and possible support.	Class Teacher HT
9 th time on red	Fixed term exclusion.	Head teacher/SENDCO
Children start each term on a fresh start of 0 reds.		

Fixed term exclusion	Times on Red	Number of days excluded
1	9	1
2	18	1
3	27	2
4	36	2
5	45	3
6	54	3
7	63	4
8	72	4
9	81	5
10	90	5
Total		30

After 90 reds, and 30 days of exclusion in one academic year, we recognise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others. At this point the Head teacher would be likely to look at a permanent exclusion.