



Ball Green Primary School

Behaviour Policy

Introduction

Good behaviour in school is essential in order to maintain a safe and happy environment. Forward planning and an adherence to agreed and understood rules are seen as vital elements of a well behaved school. All adults contribute strongly to the school ethos by demonstrating a positive and consistent attitude towards nurture principles thereby modelling desirable outcomes.

Aims

- ✓ The school seeks to create an environment that is positive, nurturing and caring. Where children feel safe, secure and valued.
- ✓ To provide high quality teaching within a supportive and stimulating learning environment, which enables children to develop positive views of themselves as lifelong learners.
- ✓ To promote thoughtful behaviour as an outstanding factor in successful learning and a positive school ethos.
- ✓ To promote positive attitudes towards attendance and punctuality.
- ✓ To promote positive attitudes towards personal safety, health and hygiene and pupil dress code.
- ✓ To set high standards for personal behaviour and self-discipline with consideration, courtesy and respect for other people of all genders, ages, races and cultures.

Ethos

- ✓ The school ethos is based upon the principle of **respect for ALL** members of the school community and ourselves
- ✓ All children should feel safe and know to inform an adult if there are situations within the school where they do not feel safe
- ✓ All children are given opportunities across the curriculum to explore and develop moral concepts and values – for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- ✓ There is a culture of mutual respect; all staff speak to children in a respectful, appropriate tone except in circumstances where the child is at risk of harm

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



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How will we achieve this?

By creating a school where **staff provide:**

- ✓ A promotion of Rights and Responsibilities – discussed at the start of the year and actions and consequences related to these
- ✓ A positive, nurturing and consistent approach
- ✓ A model of courtesy and respect
- ✓ An understanding of every child as an individual
- ✓ Clear rules, routines, rewards and sanctions
- ✓ Enriching and diverse opportunities
- ✓ Enjoyment
- ✓ Well planned and resourced learning opportunities with clear objectives
- ✓ Standardised marking, assessment and robust tracking

All adults within the school community need to be aware of their own emotions and behaviour in response to others behaviour. They need to role model positive responses in order to influence other's choices. This is done within consistent and secure boundaries based on a positive ethos and policy structures.

Where children:

- ✓ Know their **rights and responsibilities** as pupils and as citizens
- ✓ Have respect for themselves and others
- ✓ Never give up, as learning can be difficult
- ✓ Are positive and display an 'I can do it' attitude
- ✓ Self regulate their behaviour in all contexts
- ✓ Ignore any silliness or low aspirations
- ✓ Are engaged in and take responsibility for their own learning

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Ball Green Golden Rules

- ✓ Always wear your school uniform with pride
- ✓ Respect for self, others and the environment
- ✓ Walk sensibly around the school
- ✓ Always use your manners

Ball Green Positive Behaviour Scheme

We believe that children work and behave better when they are working towards goals, when these goals are achieved they are rewarded.

Rewards

For consistent adherence to rules and routines, hard work, effort, courtesy and respect:

- ✓ Praise
- ✓ Stickers
- ✓ Dojo's
- ✓ Team Points
- ✓ Take work to another teacher / Senior leader / Headteacher
- ✓ Pupil of the week certificate in Celebration Assembly

Exceptional achievement or endeavour in any area:

- ✓ Headteacher's award in Celebration Assembly
- ✓ Class prize e.g. offsite visit, whole class in-school treat
- ✓ Additional rewards are given for high percentage / improved attendance [individual and whole class]

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Class Dojo

Class Dojo is a digital classroom management tool designed to help our teachers improve pupil behaviour and communicate more effectively with parents. Each pupil gets an avatar and teachers reward dojo reward points for things such as participating in class, staying on task or completing homework. Teachers can use Ipads or Computers to give dojos throughout the day. Each pupil's points can be displayed via the Interactive Whiteboard and parents via an app which they can access. Teachers and support staff can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared.

Aims:

- ✓ To establish more effective communication links with parents
- ✓ To support the current effective behaviour policy

How we use Class Dojo as a school:

We use Class Dojo primarily as a communication tool with parents, therefore when notifying parents of areas which need work such as reading at home etc. We do not punish the child by removing dojos we apply a neutral which sends a notification. The aim is for Class Dojo to be a positive behaviour management tool with the aim of rewarding children for their achievements and sharing these with parents.

Positive Dojos:

- ✓ Reading at home and planner in school
- ✓ TTRS complete
- ✓ Spellings Homework complete
- ✓ Creative Curriculum Homework complete
- ✓ On Task
- ✓ Effort
- ✓ Persistence/Resilience
- ✓ Manners/Courtesy/Respect
- ✓ 'WOW' moment [+5]
- ✓ 3 Dojo's of the class teacher's choice

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Needs work:

- ✓ Not read at home / planner not signed [neutral – to remind parents]
- ✓ No PE kit in school [neutral – to remind parents]
- ✓ Homework not completed [neutral to remind parents]
- ✓ Yellow 'Going for Gold' [Neutral to notify parents]
- ✓ Not following instructions/refusal [-1 Dojo]
- ✓ Red 'Going for Gold' Study Support [-2 Dojo's]
- ✓ Unkind words/actions [-2 Dojo's]

How will we celebrate achievements on Dojo:

- ✓ Class of the week with the highest percentage and most positive dojos
- ✓ Class rewards for earning a decided number of dojos – negotiable with class

Monitoring of Class Dojo:

- ✓ SLT will monitor and track rewards and sanctions awarded to pupils
- ✓ SLT will have Class Dojo running on their device and will use this as an opportunity to challenge undesirable behaviours when they are logged on Class Dojo

Expectations for Staff:

- ✓ Teachers are expected to create a Class Dojo account via the website www.classdojo.com and also download the free app onto their school ipad
- ✓ Teachers are expected to send out invitations to the parents in their class and regularly encourage parents to join up – please remember to add children new to your class part way through the year
- ✓ Teachers and support staff are encouraged to post daily photo updates on their class page to showcase our learning with parents. Also update with posts to remind parents of upcoming events e.g. trips, assemblies, PE days, homework deadlines etc.
- ✓ Celebrations of work can also be shared individually with parents and to children's individual stories

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- ✓ It is not expected that you will have the app on your personal mobile device, please be mindful of the impact this may have on your personal time if you decide to have the app on your mobile device
- ✓ Teachers are reminded not to engage in conversations about personal matters with parents through the messaging service. [Please refer to LA Social Networking Policy for further information]
- ✓ All users of Class Dojo are to make themselves fully aware of the children who are in LA care or do not have permission to have their photographs shared on websites and social media from the school.

Why do children misbehave?

- ✓ Rules and boundaries are not understood, are not clear or consistent
- ✓ Social /emotional factors
- ✓ Educational difficulties
- ✓ Non-engagement / boredom
- ✓ Avoidance
- ✓ To gain attention or a reaction
- ✓ Medical and/or diagnosed condition

Fixed Term Exclusions:

These may be issued following an investigation into the context of an incident involving fighting, attempting to leave the building without permission or swearing at adults.

Permanent Exclusions:

These may be issued following a series of unsuccessful measures and in consultation with parents, senior leaders, governors and the Local Authority.

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