



Blue Sky Learning



Behaviour Policy

1 Aims and expectations

1.1 It is a primary aim of this policy to support the mission statement and aims of Blue Sky Learning so that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 Blue Sky Learning has a number of school rules, but the primary aim of the policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to learn together in an effective and considerate way.

1.3 Blue Sky Learning expects every member of the school community to behave in a considerate way towards others. We expect children and adults to be courteous and respectful to everyone at school and to behave in a reasonable manner at all times.

1.4 We treat all children fairly and apply this policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 Blue Sky Learning rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 The benefits of good social behaviour

2.1 Children

- Have the best opportunity to learn
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their learning
- Are happy in school

2.2 School staff

- Teach effectively with few behaviour problems
- Meet the needs of all children
- Build positive relationships with all parents and colleagues
- Develop personally and professionally
- Are safe and happy in their work
- Treat each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

2.3 Parents/carers

- Know that their children are with other children who behave well
- Feel confident that their children are growing, personally and socially
- Know that their children are in an atmosphere which helps them to learn well and make progress
- Know that their children will receive support when they need it
- Know that they are welcome to come into school to discuss progress in a positive atmosphere
- Know that their children are safe and happy at school

3 How do we define types of behaviour?

Good behaviour means that everyone in school takes responsibility for themselves and the effect of their actions on others within the school community by being:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Having a good attitude to learning
- Respectful of other people's needs, feelings, opinions and choices
- Moving safely and sensibly in and around the school

4 Rewards and sanctions

4.1 We praise and reward children for good behaviour in a variety of ways:

- all staff congratulate children;
- all staff give out gems

The benefits are:

- It is easy for children to understand
- There are clear expectations of behaviour for all children
- It rewards weekly, those children who show positive behaviour and make 'good choices'
- It promotes positive behaviour to those who struggle
- It has a tracking system to monitor poor behaviour choices
- There are clear consistent consequences for all children who show poor behaviour

Consequences include:

- A look/signal
- Verbal warning
- Children given the opportunity to move themselves away from distractions
- Child moved away from the group by adult

4.3 Blue Sky Learning acknowledges all the efforts and achievements of children, both in and out of school. Achievements reached outside school can be shared at a chosen time. Children can show medals; certificates or things they have achieved outside school on this day.

4.4 Blue Sky Learning applies a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reminds him or her of what is expected. If a child continues to be disruptive, we encourage the child to go to the Rainbow Room or Quiet Room until s/he they are back in a regulated state.
- Withdrawing privileges e.g. iPad time; Park etc
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will remove the child, using Team Teach training, to a place of safety until the child is back in a regulated state.
- Parents contacted by class teacher if Team Teach has been implemented

4.5 Blue Sky Learning has its own classroom expectations of behaviour of Red and Green Choices, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

4.6 Worry Monster - the children have the use of a Worry Monster situated in the Rainbow Room to put in any worries they may have in either school or home, children are given time to discuss their worries and actions are taken appropriately to support children with their worries.

4.7 The school does not tolerate bullying or physical abuse of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

4.8 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Please refer to our policy on Team Teach. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

5 The role of all staff

5.1 It is the responsibility of all staff to ensure that the school rules are enforced, and that their student behaves in a responsible manner during their session time.

5.2 When dealing with children, staff use the language of choice. They talk to children about whether they have made a poor/red (we never say bad) choice or a good/green choice. If children have made poor choices staff will always ask children how they could have made a good choice and encourage the children to say how they can modify their behaviour.

5.3 The staff treat each child fairly and enforces the classroom code consistently. Each member of staff treats all children in their session with respect and understanding.

5.4 Staff may contact a parent if there are concerns about the behaviour or welfare of a child.

5.5 Responsibility for the behaviour of the children at lunchtime is delegated to all staff. However, the support of the Principal and Deputy is always available. In the event that the

Principal/Deputy is not available on site, the Principal will have made clear which senior member of staff is responsible in the Principal/Deputy's absence.

6 Specific programmes for individual children

6.1 Individual gem trails are given to support individual children to focus on positive behaviours

6.2 When a child is regularly experiencing behaviour problems the Principal may take advice from a child's school or in the case of an EOTAS child, the child's SEND lead.

6.3 If unacceptable behaviour continues the Principal may ask for an assessment of the child by the Behaviour Support Service and the Educational Psychologist.

7 The role of the Principal

7.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children and adults in the school.

7.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

7.3 The Principal keeps records of all reported serious incidents of misbehaviour.

8 The role of parents/carers

8.1 The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.

8.2 We expect Parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

8.3 If the school has to use reasonable sanctions when inappropriate choices have been made by a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should contact the Principal. If the concern remains, they should follow the Complaints Procedure as set out in our policy.

8.4 We expect Parents and Carers to demonstrate appropriate behaviours when on school premises, interacting with children, staff, parents, Governors and visitors respectfully on the grounds of race, colour, nationality, ethnic or national origin, sex, disability, sexual orientation, age or religious beliefs or practices. Any parent who does not display this behaviour may be asked to leave the premises.

9 The role of governors

9.1 The Governing Body has the responsibility of setting down these general guidelines on standards and expectations of behaviour, and of reviewing their effectiveness. The governors support the Principal and staff in carrying out these guidelines.

9.2 The Principal has the day-to-day authority to implement the school Behaviour Policy.

10 Monitoring

10.1 The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

11.2 Blue Sky Learning keeps a variety of records of incidents of misbehaviour. All staff record incidents on pupil concern forms and these are monitored by the Principal, who will either continue to monitor or seek advice from a SEND lead. We also keep a record of any incidents that have required Team Teach to be implemented.

11.3 The Principal keeps a record of all incidents on the grounds of race, colour, nationality, ethnic or national origin, sex, disability, sexual orientation, age or religious beliefs or practices

11 Review

12.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.