



Behaviour through Values

**Stanley Green Infant Academy
Revised September 2020**

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Aims

At Stanley Green Infant Academy, we provide a safe, secure and caring environment for all children, staff, and members of the community based on our ethos of shared values. Our five values are summarised within our Values Charter:

Emotional Intelligence – ‘I recognise my own and other feelings’

Independence - ‘I challenge myself to achieve my Learning Targets’

Collaboration – ‘I can work with other children really well’

Creativity – ‘I really think about what I am learning and come up with ideas’.

Community – ‘I can make a positive contribution’

The Academy’s focus is one of praising and rewarding children’s achievements and positive efforts and we will encourage all members of our Academy community to support us in reinforcing a positive ethos by supporting our values. We recognise that children behave well in a secure environment where expectations for learning and behaviour are clearly understood and regular routines are established. A display of the Values Charter is displayed in every classroom and around the Academy.

The Responsibility of Staff

All staff have a responsibility to promote the Academy’s positive behaviour ethos and Values Charter. This is achieved by giving praise and encouragement to the children whenever it is merited. Staff reinforce the importance of the Values Charter by modelling it for the children through their

behaviour towards other staff members and between themselves and the children.

In addition, teaching staff should:

- Display Values Charter and ensure reward system is accessible for the children to use within lessons.
- Provide a well organised and tidy learning environment to enable the children to be self- resourcing and confident on class routines and systems.
- Provide a feelings chart to help the children acknowledge their emotions throughout the day.
- Offer children learning experiences that are personalised for their learning style and level of ability.
- Provide lessons that are well paced, stimulating and promote active learning.
- Be consistent in applying the Behaviour through Values Policy and follow the Academy's systems of rewards and sanctions.
- Engage parents in the child's social, emotional and academic progress, communicating with them when their children are doing well as well as when there are problems.
- To follow agreed policy and procedures for recording incidents relating to behaviour and updating the Inclusion Team.

The Responsibility of Parents and Families

All parents have a responsibility to enable children to take full advantage of learning opportunities offered to them, so they are expected to work in partnership with the Academy to:

- Ensure that children are punctual and attend school regularly.
- Ensure that they come to school well rested and ready to learn.
- Support the Academy's Values Charter, praising children in class and around the school.
- Discuss any concerns about behaviour as soon as possible with the class teacher and to keep in regular contact with the school as necessary.
- Encourage children to deal with problems in school appropriately rather than resorting to physical violence or bad language.
- Treat all members of the Academy community with respect regardless of social background, age, race or gender.

Home Academy Agreements

Parents are asked to sign a home-Academy agreement when their child joins the school. This outlines the Academy's expectations of parental contributions.

The Responsibility of the Children

The children at Stanley Green Infant Academy are expected to take responsibility for their own actions by:

- Supporting the school Values Charter in class and around the school.
- Praising peers for supporting the school values.
- Respecting all adults and peers within the Academy.
- Engaging in their learning, not distracting others around them.

- Taking responsibilities within class and around school.
- Reflecting on own learning and behaviour.
- Celebrating success.

Applying the Behaviour Through Values Policy in class

Each class will have its own Values Board where the Charter will be displayed and a 5 zone visual indicator of the children's learning behaviour for that day will be on display. The 5 zones will have the following meaning in each and presented coloured sections:

Gold -	Excellent responsibility shown for learning all day
Silver -	Very good or significantly improved responsibility shown for learning
Green -	Expected level of responsibility shown for learning
Orange -	One example of irresponsible learning behaviour
Red -	Two or more examples of irresponsible learning behaviour

Every child starts on Green at beginning of every day, so they have a fresh start. Good learning behaviour can be shown by actions, verbal responses or work. Children can move up and down the zones during the day and are rewarded for the zone they are in at the end of the day.

Reward Systems

All members of the Academy community will pick out children who are setting a good example and demonstrating good learning behaviours and will use the

Academy reward systems to motivate children to try their hardest. In this Academy, we have reward systems for individuals, and whole classes.

Rewarding Individuals

The following hierarchy of rewards will be used to show children when they are fulfilling their responsibilities as a member of the Stanley Green Infant Academy community.

Reception and Year 1 System 2020

Step	During Lesson Time		At Playtime / Lunchtime
	Year R	Year 1	
1	Verbal or non-verbal praise.	Verbal or non-verbal praise and child earns a green point for whole class reward system	Positive Praise Year 1 children can earn Green Points.
2	Name moved up to silver		
3	Name moved up to gold – gold sticker		
4	Every half term 10 children will be chosen to represent the value focus for that half terms :- Autumn 1 Community award Autumn 2 Emotional Intelligence award Spring 1 Collaboration award Spring 2 Creativity award Summer 1 Independence award Summer 2 Emotional Intelligence award		

Half termly badges will be presented to children who uphold the school values and Values Charter. Children may earn one or more badge per year for different or the same values, there is no limit and they may earn duplicate badges over many years if they have been values champions many times.

Current Year 2 system 2019

Step	During Lesson Time		At Playtime / Lunchtime
	Year 2		
1	Verbal or non-verbal praise child earns a green point for whole class reward system		

			Positive Praise
2	Name moved up to silver		Green points for whole class reward system
3	Name moved up to gold Added to reward card if still there at end of day		
4	Full reward card (20 Values achieved) GREEN STAR AWARD presented in Assembly.		
5	40 Values achieved = PURPLE STAR AWARD presented in assembly.	60 Values achieved = BRONZE STAR AWARD presented in assembly	
6	80 Values achieved = SILVER STAR AWARD presented in assembly	100 Values achieved = GOLD STAR AWARD presented in assembly	
7	120 Values achieved = SPARKLY STAR AWARD presented in assembly		

Teachers will keep a record of who has completed their reward card. The rewards are given to the children who uphold the school values and Values Charter.

Whole Class Reward In KS1

At the end of each day each class will have 10 minutes of behaviour reward time where all children on green, silver and gold will partake in a range of activities chosen by the teacher as a reward for positive behaviour. Furthermore, those children on gold will have the opportunity to choose an activity from the 'gold box' in each classroom as an extra reward.

Anytime of the day, in classrooms, during playtimes and lunchtimes children can gain 'Green Points' from any member of staff for showing expected behaviour and supporting the Academy's values. Staff will award a child a 'Green Point', which they can add to a whole class chart. When the class has earned 20 points they will earn a special reward chosen by the teacher to be carried out during behaviour reward time, this may include a fun physical

activity, an enjoyable mindfulness activity or computing activity ect. The reward will be repeated when the children earn 40, 60, 80 points and so on throughout the year.

Celebration Assemblies

Reception, Year 1 2020

To celebrate the children's achievement in supporting our Values Charter, the Inclusion Team formally present Star Badges in the colour of each value. Children from each class will be chosen as a 'Values Champion' for the chosen value for that half term and will receive a badge in assembly. If your child has been chosen to receive a Star Badge you will be sent a written invitation informing you of the date of this assembly.

Year 2 2020

To celebrate the children's achievement in supporting our Values Charter, the Inclusion Team formally present Star Badges to the children in the Celebration Assemblies held on most alternate Fridays. If your child has earned enough golds to gain a Star Badge, you will be sent a written invitation informing you of the date of this Assembly.

Sanctions

When children do not support the Values Charter, a sanction will be used.

- Silent disapproval, frowning and verbal encouragement all indicate to children that they are required to think about their behaviour.
- A pre-warning should always be used – give choice and reinforce right choice - before more serious action is taken.

- Time out can be in class or can involve being sent to another teacher, but should always be followed up by a few minutes spent with the class teacher, during the next playtime or lunchtime, to discuss alternative behaviours.
- After a pupil has received a consequence, an opportunity must be found to praise the required or appropriate behaviour thus maintaining pupil self-esteem.
- A brief, informal chat over the phone or with a parent after school can be remarkably effective and need not be seen as an official sanction.

Teachers will make written records on a weekly behaviour log of an incident or accumulations of incidents that result in any child reaching Step 4 or further. **It is important that at all times, it should be made clear to the child which value they are failing to meet.**

The sanction hierarchy common to all classes is as follows:

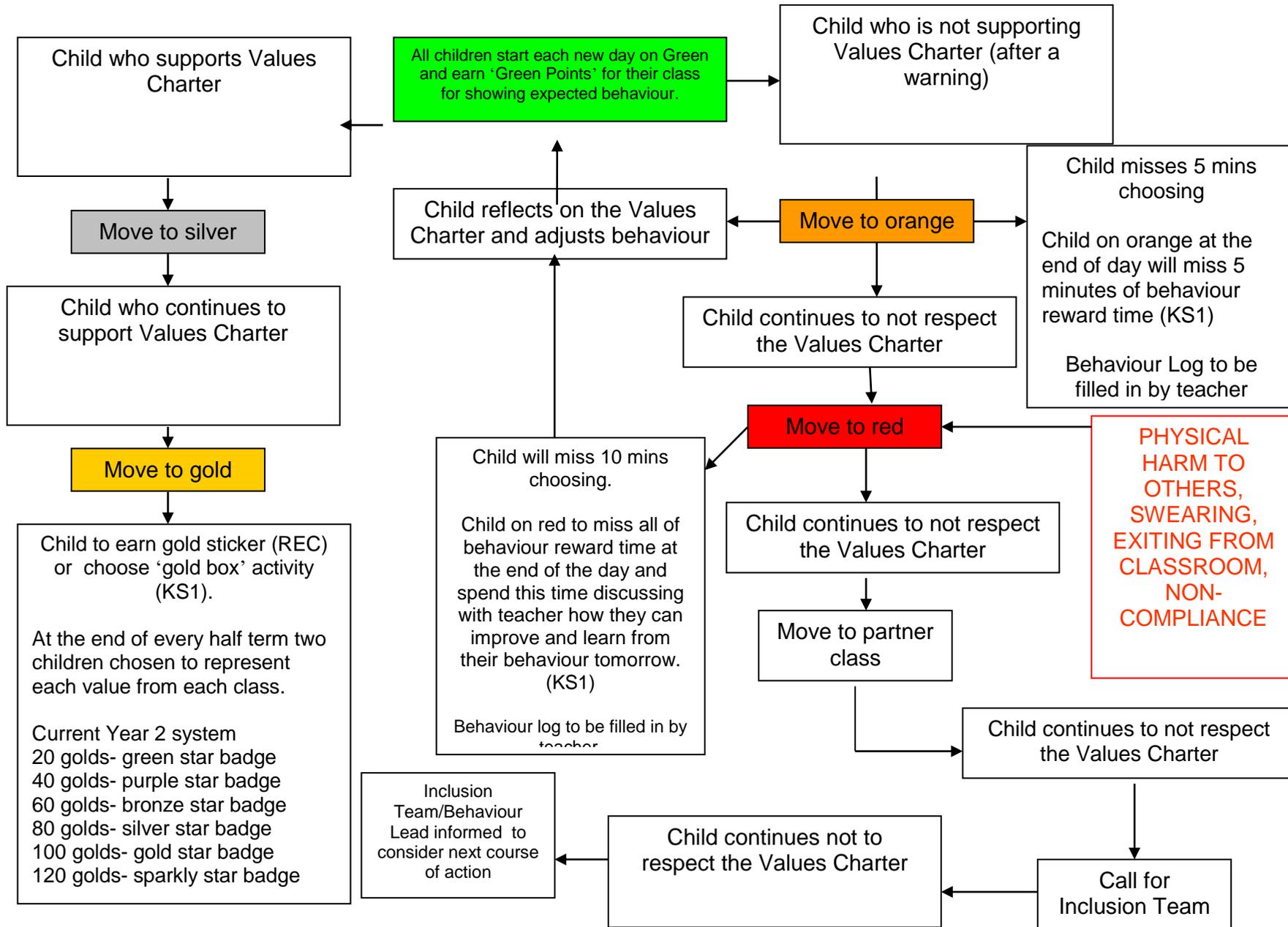
Steps	Sanctions	Playground Sanctions
1	Non-verbal warning/prompt – (e.g. frown, teacher stops what s/he is saying and looks at child, teacher walks over towards child whilst continuing to teach)	
2	Verbal warning/prompt (e.g. name mentioned, teacher comments on the responsibility the child is not meeting, MDSA talks to child about behaviour)	
3	Name moved down to Orange and adult to explain to child asap which value they are failing to meet. If child is really well behaved for rest of day s/he can return to Green. Reception- Child will miss 5 minutes of free choice time instantly. In KS1 the child loses 5 mins of behaviour reward time at the end of the day if still on Orange.	Play and Lunch for Reception and ks1: Child has 5 minutes time out either sitting or standing near adult. MDSA/TA/Teacher will provide Inclusion Team/Behaviour Lead with a docket to explain action. Child to move name down on return to class and explain why to teacher at convenient time.
4	Name moved to Red. Child isolated within own class. Parent informed verbally or by phone at end of day. Reception- Child misses 10 minutes free choice time.	Playtime for Reception and KS1: TA/Teacher to record incident on incident form and child must move name down on return to class. Child's class teacher to inform

	<p>KS1-Child loses all of behaviour reward time at the end of the day.</p> <p>Automatic Red – Swearing Physical violence to others Exiting from classroom Non-compliance</p>	<p>parents.</p> <p>Lunch for Rec and KS1: Child taken to Inclusion Team/Behaviour Lead who will inform teacher after lunch. Incident report to be completed by MDSA and passed to Inclusion Team.</p>
5	<p>Following step 4 or an automatic red incident, staff should select the most appropriate sanction/s from the list below:</p> <ol style="list-style-type: none"> 1) Child is sent to partner class to work for ½ hour. 2) Child to see Inclusion Team/Behaviour Lead and be internally excluded e.g. removed from class for longer period if required. 3) Parents contacted for formal meeting. 4) Meeting with Principal 5) Fixed Term Exclusion 6) Permanent Exclusion 	<p>Reception and KS1- Removed from playground immediately. Incident report completed by MDSA/teacher. MDSA/Teacher to inform Inclusion Team, who take over supervision. Parents informed.</p>
		<p>Reception and KS1- Internal lunchtime/playtime exclusion – Child kept inside during lunchtimes/playtimes for set period. Supervised by Inclusion Team/Behaviour Lead.</p>
		<p>Reception and KS1- Lunchtime debarment. Parent has to take child home for lunch for set period.</p>

This hierarchy is not to be entered into lightly and will only be used once all other techniques have failed. Staff will ensure that steps have been taken to make the activity / rule clear and to teach the expected behaviours: model, prompt, practice – rehearse.

It is expected that very few children will require any sanctions past step 2. Any child regularly exceeding step 2 is monitored by the Inclusion Team and behaviour lead who recognise that behaviour may be an indicator of additional needs. The Inclusion Team and Behaviour lead will support the teacher and parents on strategies required to resolve on-going behavioural difficulties.

The Behaviour Through Values Model



Appendix A:

Monitoring and Evaluating the Behaviour Management initiatives.

This is to be ongoing. Opportunities are provided by:

- The staff maintenance of a record of rewards and sanctions used, which will be periodically reviewed. (Appendix C)
- The facility to bring issues to the notice of the staff at staff meetings under A.O.B.
- The regular liaison with Midday Supervisors, Inclusion Team, Behaviour Lead and the Principal, to check that procedures are working well and that they feel valued.
- The Principal to make use of the time on parents evening to see parents as appropriate. (In the week after each parents' evening there is an opportunity for staff to report back any parental concerns.)
- Review of Home School agreements as necessary.
- Maintenance and review of class records of incidents by Behaviour Lead.

Appendix B.

Partner Classes for Academic Year 2019-20

YEAR 2020-21 NO PARTNER CLASSES DUE TO COVID inclusion team informed instead.

Children from:	When reaching Step 4 should be sent with work for time out to:
Ladybirds	Busy Bees
Caterpillars	Ladybirds
Busy Bees	Caterpillars
Hedgehogs	Seals
Squirrels	Whales
Rabbits	Whales
Seals	Hedgehogs
Whales	Seals

When sending a child to another class to work, you should ensure that they have enough work to keep them working independently for 15 minutes for Reception children and half an hour for Years 1 and 2. You should remind them that they must not talk to the class members and must apologise to the class for interrupting their lesson. The child should be accompanied by a TA or other sensible child in order to ensure they actually arrive at the class they have been sent to.

When a child arrives at your class, you do not need to interrupt your lesson to deal with them just point them in the direction of a free seat and they should be expected to work in silence without any interaction with your class. After half an hour, they should be sent back to their own class accompanied by a TA or sensible child with a message about their behaviour whilst with you.

Appendix C.

Behaviour through Values Log

CLASS:

WEEK BEGINNING:

Date	Name of Child	Sanction				Brief summary of incident (orange & red)	Incident form completed (red)	Parent Contact	
		Orange	Red	Partner Class	Sent to Inclusion Team			Yes/no	Face to face
						Type of behaviour, trigger, staff involved			

This form is to be saved in your Class Inclusion Folder by 5pm every Friday on Teachers Pool. Copies of incident forms must be handed into the Inclusion Team on the day of the incident. Record a summary of all parent contact, copies to be passed to Inclusion team.

