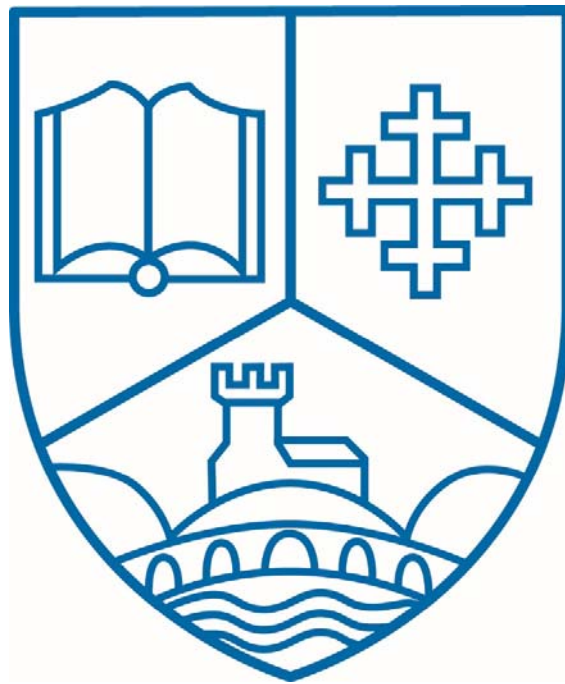


**BIDFORD ON AVON
CHURCH OF ENGLAND
PRIMARY SCHOOL**



Behaviour Policy

September 2018

Review date – September 2019

Principles

Our school wishes to provide a school environment that is safe and stimulating for the children in our care. Our policy sets out procedures to create a calm, secure and happy working environment for all where all children can succeed.

Aims

- To develop a Behaviour Policy, supported and followed by the whole school community including parents, teachers, children and Governors, based on a sense of community and shared values.
- To develop a moral Christian framework and school rules within which initiative, independence, responsibility and sound relationships can flourish
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect for other people and property).
- To recognise and reward positive achievements, both social and academic by providing a range of rewards for children of all ages and abilities.
- To develop in children a sense of self-discipline and an acceptance of accountability for their own actions
- To resolve issues in a sympathetic manner and develop good communications with all stake holders

Context

Positive relationships based on responsibility, tolerance and trust, alongside individual aspiration and high expectations are key to children's happiness in school. Clear expectations about individual children's behaviour and their role in the school community supports the provision of an engaging and challenging curriculum in which education can flourish. The school has a behaviour code defined simply as:

A - Appearance

B - Behaviour

C - Courage

The code was developed with the support of all members of the community, based on our Christian foundation and outlines a set of rules, aspirations and guidelines for us all to follow:

A	B	C
Appearance	Behaviour	Courage
<p style="text-align: center;">I can:</p> <ul style="list-style-type: none"> • Care for the school environment – God's creation. • Look after my class and school equipment. • Be proud of my work and its presentation. • Take pride in wearing my school uniform. • Keep the school and classrooms clean and tidy. <p>"God saw all that he had made and it was very good." (Genesis 1:31)</p>	<p style="text-align: center;">I can:</p> <ul style="list-style-type: none"> • Be polite, kind and respectful. • Work hard and encourage others. • Listen carefully and appreciate the freedom to express my views and beliefs. • Be honest and helpful. • Move sensibly and safely around the school. <p>Jesus says "Love each other." (John 13:34)</p>	<p style="text-align: center;">I can:</p> <ul style="list-style-type: none"> • Keep trying even when life gets tricky. • Never be scared to ask questions about the world. • Take pride in my own and others' success. • Be confident that there are people around who will support me and keep me safe. • Know that I can learn from mistakes. <p>God says "Don't be afraid – I am with you!" (Isaiah 41:10)</p>

The code is displayed around the school and in all classrooms. Good behaviour is the expectation and the school has planned pastoral systems to support pupils in their day to day life in school. Encouragement, positive role models, involvement in decision making, praise and reward, support pupil's in their understanding of appropriate behaviour and good character. Children take responsibility for their learning behaviours by understanding the purpose of their time at school in a personal, community and Christian sense; by following the school code; having high expectations; by listening carefully; by engaging in reflection and enquiry; by answering and asking questions and by actively engaging in lessons.

All behaviour is seen in the context of the child's age and individual circumstance and strategies set up to ensure their motivation and emotional well-being. Where a child is finding life in school difficult or is unwilling to follow the code or the guidance they are given support or adaptations are made to accommodate their needs where appropriate, but sanctions are used to reinforce the school's expectations and to ensure that all pupils are accountable for their actions.

Objectives

For children to show:

- Self confidence
- Self control
- Respect and tolerance for others
- Empathy with the feelings of others

For Children to develop:

- Responsibility for their learning and their environment – to understand their purpose as a child in school
- An understanding for the need for rules – how a community works and the place of individuals within it
- Non racist or sexist attitudes
- An independence of mind and self-esteem
- A sense of fairness
- A respect and tolerance for others' ways of life and different opinions
- The ability to accept fair criticism and engage in resolving conflicts
- A persistent and resilient approach to tasks
- Ambition and high expectations for themselves and others

Implementation

Staff

Staff are responsible for:

- Implementing the behaviour policy and school code consistently
- Modelling expected behaviours
- Promoting high expectations and praising pupil's for their hard work, resilience and social skills
- Providing a personalised approach to the specific needs of individual children
- Playing an active part in building up a sense of community
- Maintaining good standards of classroom and playground management

The senior leadership team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Understand and sign the school/ home agreement and support their child in adhering to the school code
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in developing systems to support their child's specific need
- Behave appropriately in the playground and at school events – dogs and smoking are not allowed on site

Pupils

Pupils are expected to:

- Follow the school code and behave in a responsible manner
- Treat others as they would like to be treated, fairly and with tolerance of the views of others
- Ensure that it is possible for all pupils to learn
- Accept responsibility for their actions and sanctions when given
- Know that their achievements will be recognised
- Wear school uniform at all times
- Be given the opportunities to have responsibilities within class or whole school
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Acknowledging Good Behaviour

Recognising and exemplifying pupil's hard work, determination and positive relationships is key to developing an engaging, stimulating and inclusive school ethos. Adults and children present positive role models in the way that they talk to each other, in their actions and in the expectations that they set. This includes the ability to work independently, to be resilient, to be helpful, to be ambitious, to manage conflict, to accept criticism and to develop their skills as a learner. Oral praise is the most immediate and effective reward and affirmation of how we value individuals and groups within our community.

The ways that staff and pupils recognise these characteristics in each other can include:

- Verbal praise from staff and other children
- House Points
- Written comment on work
- Special mentions
- Gold Stars / Head teacher Certificates
- Taking on responsibilities
- Informing parents
- Individual, whole class and group reward
- Showing good work/sharing good news with the Head teacher

Unacceptable Behaviours

Unfortunately a small number of children exhibit behaviour that has a negative effect on others and disrupts the quality of learning within the school. These can include:

- Disrupting teaching and learning
- Ignoring or refusing a reasonable request or instruction
- Unwillingness to engage in their learning
- Physical behaviours- pushing, biting, spitting, hitting and kicking.
- Verbal behaviours - name calling, bad language, rudeness and swearing
- Damaging property, stealing, truancy
- Racist/ sexist Comments
- Bullying

The school does not tolerate bullying 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. We encourage pupils and parents to tell us if bullying is suspected. Further details are set out in our Anti-bullying policy.

Sanctions are used to reinforce the school's expectations and to ensure that all pupils are accountable for their actions. Sanctions apply to all children but are adapted to their age and need. Sanctions are staged to reflect the level of disruption that the child's behaviour can cause. The definitions and specific sanctions are as follows:

Stage 1

- Inappropriate talking
- Unwilling to engage with work
- Ignoring requests
- Preventing others from working
- Name calling
- Inappropriate use of equipment
- Intentional misuse of the internet
- Minor one off incidents
- Using offensive language

These incidents are dealt with by the class teacher or teaching assistant who will either:

- Re-focus the child by repeating instructions and reminding them of the school code
- Facilitate a discussion between pupils to address, clarify and resolve the issues
- Give a verbal warning
- Move pupil to within the classroom where they can no longer disrupt others
- Introduce individualised/ class behaviour support charts and routines

Stage 2

- This is the same low level disruptions as Stage 1 but reoccurring.

These incidents are dealt with by a hierarchy of formal consequences:

- 1 Initials on the board. e.g LW
- 2 Visual reminder. E.g LW \
- 3 10 minute detention noted on the board. e.g LW X
- 4 Further visual reminder. LW X
- 5 20 minute detention noted on the board. e.g LW XX
- 6 Time out within classroom – separation from classroom group.
- 7 Time out in another class/ with the Deputy Head teacher / Head teacher – parents informed.

All detentions are recorded and reviewed termly.

Stage 3

- Refusing to follow a member of staff's instructions
- Answering back or speaking rudely to a member of staff
- Bullying
- Aggressive behaviour/ initiating fighting
- Continually preventing others from learning
- Being rude to or about others or their families
- Damage to equipment
- Stealing
- Racist, homophobic or sexist remarks
- Other one of behaviours which are deemed unacceptable

These incidents are dealt with by a referral directly to Head Teacher, Deputy Head teacher or senior member of staff. The incidents are recorded on an incident form and if it is felt necessary or after a number of reoccurring incidents a letter is sent home to parents/carers requesting a meeting with the Deputy Head to discuss next steps.

The next steps could include a written daily behaviour report, support from outside agencies, lunchtime exclusion, internal exclusion, in school detention or after school detention.

Behaviour incidents which take place inside or outside the classroom are recorded on a behaviour incident sheet and passed on to the Head teacher or Deputy Head and analysed half termly. Although persistent and serious behaviour needs recording, every child must feel that every day is a fresh start.

Stage 4

These are high level incidents that involve wilfully breaking the school rules. They include:

- Deliberately aggression towards a member of staff
- Swearing at a member of staff
- Continually refusing to follow instructions
- Continually disrupting class lessons
- Severely or continually hurting another pupil
- Persistent bullying
- Damaging School property
- Leaving the site without permission
- Repeated theft

Here at Bidford School we view these incidents as serious and unacceptable

The Head teacher and Senior leadership team will take immediate action through either:

- Help and advice from outside agencies
- A fixed term exclusion of up to or more than 5 days following LA guidelines
- Short term internal exclusion
- A managed, individualised timetable
- Indefinite lunchtime exclusion (If the incidents occur at lunchtime only.)
- A permanent exclusion following the LA guidelines if all other sanctions fail.

Where pupils have repeated incidents at Stage 4 the pupil, parent and Head teacher will try to prevent further incidents by deciding upon a plan of action. Here consideration is given to the following:

- Restorative justice – ensuring that all pupils feel safe and confident in the actions taken
- Mediation – using outside agencies to support strategies
- Internal Exclusion – removal from the Class but not the site
- Managed Move- to another school to enable the pupil to make a fresh start

Exclusion Procedure

When excluding a pupil the Head teacher will notify the parent immediately by telephone followed by a letter within one school day. The letter will state:

- For a fixed term exclusion, the precise period of the exclusion;
- For a permanent exclusion, the fact that this is a permanent exclusion;
- The reasons for the exclusion;
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- The person who the parent should contact if they wish to make such representations (this will usually be the clerk to the governing body)
- The latest date by which the governing body must meet to consider the circumstances in which the pupil was excluded. (except where the exclusion is for a total of not more than 5 days in any one term, and would not result in the pupil missing a public examination.)
- The parent's right to see a copy of his or her child's school record upon written requests to school.
- In the case of a fixed term exclusion the date and time when the pupil should return to school (in case of a lunchtime exclusion, the number of lunchtimes for which the pupil is being excluded and if applicable the arrangements for the child to receive free school meals)
- If the exclusion is permanent, the date it takes effect and any relevant previous history
- The arrangements made for enabling the pupil to continue his or her education, including the setting and marking of work. It is the parent's responsibility though to ensure that work sent home is completed and returned to school.
- The name and telephone number of an officer of LA who can provide advice
- The telephone number for the Advisory Centre for Education.

The Head teacher will inform the Governing body and the LA of

- Permanent exclusion
- Exclusion which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in any one term
- Exclusions which would result in the pupil missing a public examination.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Body has an appeals panel which is made up of between three and six members. This committee considers any exclusion appeals on behalf of the Governing Body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and the local authority and consider whether the pupil should be reinstated.

Managing conflict

Where appropriate we support children to sort out their own difficulties. (Peer Mediation teaches children conflict resolution strategies which they then model at lunchtimes to other children in peer mediator role.) This means that adults take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children are encouraged to be assertive, to patiently express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

A 3 step strategy supports the resolving of a conflict:

- At a meeting the children have a chance to talk.
- The others listen with no interruptions.
- They are encouraged to face each other.

Each child has a turn to say:

1. What the other(s) has/have done to upset them
2. How they feel about it
3. How they would like them to behave in future/ what they might do different next time/ what errors they made.

No one is allowed to interrupt or argue and they go on taking turns until everyone has finished. The adult is there as referee, not as part of the discussion, but directs it where required and ensures that children are clear about their role and responsibilities within the conflict. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and face each other. Where required children are expected to apologise for their errors. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Role of the Class Teacher

Good classroom management is the key to good behaviour. The provision of a high quality curriculum delivered through interesting and challenging activities helps to promote this.

It is the responsibility of the class teacher to ensure high expectations of behaviour and that their class behaves in a responsible manner during lesson time and around school. This is undertaken in an atmosphere of positive praise.

Staff expect children to line up and walk around school calmly, showing respect and good manners which maintains our happy positive environment.

Staff treat each child fairly and follow the school sanctions consistently.

Class teachers teach the values, attitudes, knowledge and skills in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us throughout the curriculum and particularly through circle time, PSHE activities and during assemblies.

The class teacher liaises with the SENCo and external agencies as necessary to support and guide the progress of each child. The class teacher may for example discuss the needs of a child with the Educational Psychologist, SEND Supported or CaMHs (Child and Adolescent Mental Health Service) or use the schools' own counsellor.

Behaviour targets may be set on a Behaviour plan and individual target cards/charts used to reward positive behaviour on an individual basis. The class teacher will speak to a parent if there are concerns about the behaviour or welfare of a child.

Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school policy consistently throughout the school, to report to governors when requested on the effectiveness of the policy and to ensure that the policy is clearly communicated to parents and children.

It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school. The Head Teacher supports staff with implementing the policy and by setting the standards of behaviour.

The Head Teacher has the responsibility for issuing fixed-term (external) exclusions for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of the Parents

Parents are encouraged to recognise that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

We expect parents to support their child's learning and behaviour and to cooperate with the school as set out in the home school agreement. We try to build a supportive dialogue between home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

Attending Parents Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. The partnership between school and parents works in an environment of mutual respect and honesty and it is especially important when an issue arises that both sides seek to resolve it cooperatively and parents should recognise that staff will deal with behaviour problems patiently and positively.

Role of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines and may give advice to the Head teacher about particular disciplinary issues.

Vulnerable Pupils

Staff are aware of pupils who are on the Special Educational Needs/Disability register for difficulties with behaviour and pupils who may have behavioural difficulties due to previous events that have taken place in their lives. If behaviour is the main issue the pupil may have either a behaviour plan, behaviour contracts or in severe cases a BAP (Behaviour Action Plan). It is the responsibility of the SENCo to create awareness amongst all staff of the specific objectives being targeted. Pupils may also have a Passport for Learning to support planned interventions.

Playground

During the morning, before school starts school staff supervise the playground. Morning playtimes are supervised by teachers and Teaching assistants. Dinner times are supervised by midday supervisors. Playtime activities and equipment are organised on a weekly timetable in different zones. Staff also facilitate and organise informal games and house activities. Play fighting is not allowed.

When a behaviour incident occurs at break times staff will:

- Re-focus the child by repeating instructions and reminding them of the school code
- Facilitate a discussion between pupils to address, clarify and rectify the incident
- Give a verbal warning
- Move pupil to stand by the wall for a limited time out
- Move them to the KS2 area – supervised by Midday staff
- Inform the relevant class teacher of any significant incidents/ apply sanctions identified in policy
- Call for a member of the senior leadership team with more serious incidents

Early Years

The school has high expectations for all pupils and the school code is used in all classes, but adapted to suit the needs of individual pupils and to accommodate their understanding and level of maturity so that any rewards or sanctions are meaningful to the child.

Physical Interventions

If a child is violent to another child or adult and refuses to modify their behaviour, then physical restraint may be necessary. A member of SLT should be called immediately. After the intervention an incident form is completed and the situation discussed in order that a plan can be devised to meet the child's needs. Any physical restraint must be logged and staff must use Team Teach protocols and procedures. Pupils who have more complex behaviour needs will have a behaviour support plan and a risk assessment describing protocols. This might include the involvement of other agencies such as social services, Psychological Service or Pupil Referral Service.

Staff only intervene physically to restrain children if it is reasonable, proportionate and necessary and is in the best interests of that child or others around them or they are seriously damaging property. Designated staff have been trained to carry out restraint using Team Teach strategies and it is only used as a last resort. De-escalation of a situation is always the first strategy. Pupils who pose a risk will have an individual positive handling plan and risk assessment.

The use of reasonable force follows statutory guidance from the DFE and the Warwickshire LA document '*Guidance on the Use of Force and Physical Intervention*', which can be accessed in Warwickshire's inter-agency safeguarding procedures at <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

Detention

Staff have the legal power to put pupils under 18 years old in detention. Staff will give 24 hours notice to parents of outside school hours detention but no notice is required to be given for lunch time detention. Parent permission is not required for detention.

Monitoring of behaviour

The Head teacher monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy and if necessary makes recommendations for further improvements. The school keeps records of incidents of behaviour incidents. The Head teacher also records incidents of a more serious nature. These are monitored half termly and reported to the governors. The Head teacher keeps a record of any pupil who is excluded for a fixed term or who

is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is applied fairly and consistently.

Review

This policy is reviewed annually according to the school's policy review cycle. The policy may however be reviewed earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved. Please also refer to the school's Anti bullying, Equality and Complaints policies.

Date: September 2018.