

Behaviour Policy

Introduction

The behaviour policy sets out a consistent approach to behaviour management.

Bankwood Community Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour throughout the school.
- Encouraging a positive relationship with parents and carers to develop a sharp approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

The governing body, head teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported (see the anti-bullying policy).

SCHOOL RULES

These school rules are to be displayed clearly in each **classroom/base** to emphasize our whole-school approach to behaviour:

1. Always do your best.
2. Be ready to listen and learn.
3. Treat everyone with respect and honesty.
4. Walk sensibly and quietly around the school
5. Take care of property and the school environment.

When the school community adheres to these rules, everyone benefits as effective teaching and learning occurs in a safe, secure and happy environment. We recognise that behaviour is learned and we teach children the habits of good behaviour in the same way that we teach other aspects of the curriculum through PSHE.

The teaching ensures that all members of our school community:

- Develop self-control and self-discipline
- Show patience and tolerance towards others
- Show respect for all children and adults
- Use polite and appropriate language
- Behave in a responsible and reasonable manner during lessons, at playtimes and during lunchtimes.

Teaching good behaviour

The children will work collaboratively to feel positive about their work and behaviour. This will strengthen relationships between the children and the teachers.

Rewards

1. Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour.
2. All children will be rewarded with 'House Points' for good behaviour and good effort throughout the school day. The Houses are named after the jewels - 'Emerald', 'Ruby', 'Sapphire', and 'Diamond'. Children will be given a weekly chart to put in the classroom to record on the points by drawing a cross in the square next to their House. The House Points will be totalled weekly and announced in assembly. In addition, a running total will be kept and

announced in assembly and the winning team will receive a half termly (KS1) or termly (KS2) prize.

3. Children can be sent to the Headteacher and SLT to share achievements and receive house points.

4. The school also supports positive behaviour by awarding prizes and certificates for good attendance and celebrating achievements through classroom displays and in assemblies.

Consequences for unacceptable behaviour

After trying to support the children through engaging activities, distraction and praise, the following system will be followed if unwarranted behaviour persists. All teachers have the charts clearly displayed in the classroom based on the colours of the traffic lights. All children begin on green.

1. Give the child a verbal warning – making it clear ‘this is your first warning’.
2. If the behaviour persists, use the behaviour system, and move the child’s name to yellow. If the behaviour continues, then move the child’s name to red. Once their name is on red the child will stay in at playtime/lunch time with the adult who put them on red *(to complete a form to explain their behaviour and ways to improve it. These forms may be kept in the children’s records if required.)* After lunch time, they will move back to green. Teachers can use any symbols/shapes that are relevant to the theme as long as it includes the three colours. It is of the utmost importance that where ever possible the staff member putting the child on red also completes the sanction in order to maintain the authority and respect of the children.
3. Once the child has been told they are staying in for lunch but they continue to show inappropriate behaviour they will be sent to a neighbouring class for ‘time out’.
4. If the child is still not conforming when they return they will be supervised by the classroom support or inclusion will be called for. Once inclusion are involved a form will be filled out by the member of staff requesting the support so that extreme behaviours can be monitored within school.
5. Children who fight at any time of the school day, are required to go home for lunch the following day with the agreed support of the parents/carers.

Teachers in the Foundation Stages will use Makaton to support and reinforce expected behaviour from children. In the case of inappropriate behaviour, after verbal warnings are given, the children go to the time out area in the classroom where the child remains.

Expectations of behaviour will change according to the age and the stage of the child.

Communication with parents

The support of parents/carers is a vital component in managing and improving difficult behaviours.

- We ask parents and children to read, discuss and sign our home/school agreement when children start school. This is re-visited on an annual basis
- Parents/carers are informed of their children's specific behaviour difficulties through phone calls and, where appropriate, at hand over at the beginning and end of the school day.
- Class teachers and the inclusion team also meet with parents through pre-arranged meetings to share specific behaviour plans or discuss children's breach of the school rules.

Home school agreements

It is part of our admissions procedures to ask the child and the parent/carer to sign the home school agreement to follow the school rules which includes the e-safeguarding rules. This home/school agreement is to be revisited in September by all teachers with their classes as a reminder of the expectations within school.

Support systems for children who are finding it difficult to control their behaviour

- If a child persistently behaves in an unacceptable manner the class teacher will be supported by the inclusion team and SLT. The level of support will be appropriate to the need of the teacher, the class and the child. The purpose of intervention is to modify behaviour.
- The inclusion team work with groups of children who require support with their behaviour and self-esteem.
- Individual children with behaviour difficulties will require different plans and a Personal Support Plan (PSP) will be implemented for the child, teacher and staff to provide achievable targets. This will be reviewed every 6 weeks by the Inclusion team with parents/carers.
- Persistent negative behaviour can indicate an underlying problem, which needs investigation and outside agencies contacted. Referrals will never be made to these outside agencies without a parent's/carers consent. The child may require an Educational Health and Care Plan (EHC Plan). See SEND policy for more details.
- Children will receive additional transitional visits and support when moving to secondary school.
- If the behaviour under review gives cause to suspect a child is suffering, staff should follow the school's safeguarding policy.

The School Needs to Ensure:

- work is matched at the learning needs of the children
- good classroom organisation and structures help support children who have difficulty managing their own work time

- clearly defined guidelines and boundaries
- high expectations
- quick response to acceptable behaviour
- positive comments to a class/individual before making a negative comment
- it must be made clear what changes in behaviour are required to avoid future sanctions
- a clear distinction between minor and major offences
- it is the behaviour rather than the child

Additional sanctions for children when the behaviour policy is ineffective:

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a special event.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- The report card - The inclusion team or class teacher will inform the parents that the pupil is "on report" and they will be asked to come to school to discuss the situation. Targets are set with individual children.

We have a responsibility to maintain the smooth running of classrooms and school or the safety and learning of all pupils

- If children have consistently inappropriate behaviour, show violence and abuse will receive an internal seclusion with work set and marked by their teacher.
- Parents/carers will be invited into school to discuss the incident/s that has led to the internal seclusion.
- We are required to record internal seclusions and details will be kept on the children's individual records, and parents/carers will be informed. The child will be secluded with an adult away from other children in a room. Children will complete work set by the teacher. Behaviour targets (PSP) will be set and they will be monitored carefully by the class teacher, pupil support and senior management team.
- In exceptional circumstances when a child's behaviour threatens the health and safety of adults and/or children in school a fixed term exclusion is issued. These exclusions must, by law be reported to the governors and LA. All fixed term exclusions are followed up with re-integration plans for the child. There is a final sanction of permanent exclusion. After considering the written evidence, if there is doubt that the pupil actually did what is alleged the pupil will not be excluded. The pupil will be asked to give their version of events. The evidence is checked for incidences relating to racial, sexual and gender harassment or other forms of harassment, including religious beliefs, which provoked the

incident. The evidence is taken into consideration when deciding the outcome for the pupil. If required, the LA procedures are completed and parents informed accordingly.

- The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single term and 45 days in a school year. In any event the school should ensure that work is provided and be accessible to pupils during the first 5 days and from the sixth day the local authority must provide full-time education. However, the school must demonstrate full support of the child and the family before an exclusion is put into place.

We will provide a good quality experience for all our children in and out of the classroom

At break and lunchtimes the Golden Rules still apply and all the staff have the same high expectations of behaviour that they have during lesson times. As playtimes are less structured and formal, we recognise that it can be a challenge for some of our children to maintain these high standards. Therefore, we provide a wide range of activities, both indoors and outdoors, to ensure that children are occupied safely and happily.

- If a child breaks the Golden Rules at break or lunchtime, the same procedure is followed as at any other time of the school day.
- Staff on duty will give the child a verbal warning. If they persist with inappropriate behaviour the child will have time out. Time outs are recorded by staff in a book and analysed by the inclusion team. If a child has time out on 5 occasions during a half term they will miss a lunchtime play and be kept in to discuss their behaviour. If the number of time outs continue to increase to 2+ times a week the child will go home for lunch for a day with the agreed support of the parent/carer.
- If the child is causing distress to another pupil they will immediately go inside. This also gives the opportunity for an incident to be investigated and dealt with thoroughly.
- Children who persistently break school rules at break or lunchtime will be kept indoors for fixed periods.
- We constantly review our lunchtime provision to improve the quality of the experience for all children.

School Visits

- Children who misbehave on a school visit will receive the consequences back in school the following day. Teachers must consider use of adults and their level of experience when allocating children to groups.
- Children may require 1:1 support and a risk assessment will be completed before the visit to put in place the necessary actions.
- In the event of a safety issue occurring, the pupil will be collected by a Senior Member of staff. Parents/carers will be contacted immediately.

Crisis Management

- Written guidelines cannot cover every eventuality and the professional judgment of individual staff will always be critical in assessing the risk factors inherent in a given situation.
- Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Positive Handling. This is held in the Positive Handling Policy.
- Read the 'Preventing Missing Children Policy' for children who are no longer on the premises.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Sending a child for help from other staff.
- Issuing instructions for the child to stop, clearly using their name.
- Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Positive Handling.
- If necessary taking the class out of the room leaving the child with an adult if possible.
- Reassuring the class afterwards.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents/carers will need to receive an honest report of any incident including concerns raised. *See Appendix 1.*

Confiscation

- Staff can confiscate a child's property when it is not allowed to be in school. If it is safe to do so, the property will be returned to the child at the end of the day or may be returned to their parents/carers.
- If a child is believed to be carrying illegal or dangerous objects, parents/carers will be contacted immediately. *See Appendix 2.*

Discipline outside of school

School will investigate non-criminal bad behaviour and bullying which occurs away from the school premises and which is witnessed by a staff member or reported to the school. Incidents are investigated include travelling to and from school, it has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public and could

adversely affect the reputation of the school. The pupil/s will be identifiable as a pupil at the school, perhaps by their school uniform.

The incident will be fully investigated and the sanction will be appropriate to the behaviour reported. This could include any of the sanctions written in this policy. In addition, the incident may be reported to the PCSO/police if deemed necessary for the safety of other pupils and adults. A referral may be made to the Community Youth Team for further support with anti-social behaviour.

Malicious Accusations

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

- The incident will be fully investigated taking accounts from all involved.
- Parents/carers will be required to attend a meeting.
- Action will be decided depending on the circumstances of the incident in line with all other relevant policies.

Appendices

Appendix 1

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Appendix 2

- **Power to search without consent** for “prohibited items” 9 including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers

- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The legislation sets out what must be done with prohibited items found as a result of a search.
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Written by Sally Pearce on 9th October, 2015

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