

Behaviour Policy

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.

SCHOOL RULES

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

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|---------------------------|--|
| 1. Do be gentle | Do not hurt anybody |
| 2. Do be kind and helpful | Do not hurt people's feelings |
| 3. Do work hard | Do not waste your or other people's time |
| 4. Do look after property | Do not waste or damage things |
| 5. Do listen to people | Do not interrupt |
| 6. Do be honest | Do not cover up the truth |

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.

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 online 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.

Rewards

Class teachers are responsible for creating a positive ethos through praise and rewards for adhering to the school rules with good work and desirable behaviour.

1. All children will be rewarded with 'House Points' for exceptional effort demonstrating any of the school rules.
2. House points are totalled for the houses each week. The Houses are named after 4 jewels - 'Emerald', 'Ruby', 'Sapphire', and 'Diamond'. House points are recorded on the class house point chart with the total calculated each week and announced in assembly. There is an extra playtime for the winning house in both KS1 and KS2 each week.
3. House points are also counted for individuals with awards for the child in each class earning the most house points each half term and the child demonstrating the biggest improvement in behaviour. To ensure this award is for positive behaviour, the total for individuals is calculated by deducting the behaviour points from the house points to receive their total.
4. Children can be sent to the Headteacher and SLT to share achievements and receive house points.
5. The school also supports positive behaviour by awarding prizes and certificates for good attendance and celebrating achievements through classroom displays and in assemblies.

Managing unacceptable behaviour

All children are supported with their behaviour through high quality engaging learning activities and positive praise. Expectations of behaviour will change according to the age and the stage of the child.

The following system will be followed if unwarranted behaviour persists.

1. All teachers have a behaviour chart in class. This is displayed as a rainbow in the foundation stage and traffic light in KS1 and KS2. In the foundation stage all children begin on the sun, in KS1 and KS2 they begin on green.
2. If children are seen to be breaking a school rule they are given a verbal warning—making it clear ‘this is your first warning’.
3. If the behaviour persists, the child’s name is moved to yellow. If the behaviour continues, then the child’s name is moved to red.
4. 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’.
5. If the child is still not conforming when they return they will be supervised by the classroom support or if unavailable, 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.

Teachers in the Foundation Stages will use Makaton to support and reinforce expected behaviour from children. Children new to English and with a significant language impairment will have further support through Social Stories and visual support.

Consequences for unacceptable behaviour in the classroom

- All children placed on yellow or red are logged on the class behaviour chart. The number of yellow and red marks is reported to parents on the end of year report.
- Children receiving 10 yellow marks in a half term will receive a report card. Class teachers must alert the inclusion team when this occurs. A meeting will be arranged with the child, parent, class teacher and a member of the inclusion team. This will be reviewed after 2 weeks. If behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP (pastoral support plan) will be put in place.
- For children receiving a red mark, 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 will be kept in the children’s records*). After the sanction, they will move back to green for a fresh start. 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. For children on red a brief overview of the behaviour must be logged on CPOMs.

- Children receiving 5 red marks in a half term will receive a report card. Class teachers must alert the inclusion team when this occurs. A meeting will be arranged with the child, parent, class teacher and a member of the inclusion team. This will be reviewed after 2 weeks. If behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP (pastoral support plan) will be put in place.
- If behaviour deteriorates again following a report card a PSP plan will be put in place.

Consequences for unacceptable behaviour at unstructured times

At break and lunchtimes the school 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 informal, 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 rules at break or lunchtime, 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 support 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 be put on playtime report and a 20-20-20 timetable for lunchtimes. This will be reviewed after 2 weeks. If behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP (pastoral support plan) will be put in place.
- 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 fight at any time of the school day will lose the privilege of outdoor play and parents must be informed. They will be kept on a structured indoor timetable for 3 days at playtime and lunchtime or parents/carers will have the option to take them home for lunch.
- For children who fight more than once, when playtime is re-instated, children will be put on playtime report and a 20-20-20 timetable for lunchtimes. This will be reviewed after

2 weeks. If behaviour has sufficiently improved the report card will discontinue. If behaviour has not sufficiently improved a PSP (pastoral support plan) will be put in place.

- Persistent violent behaviour or fighting, or a one off serious offences could lead to a fixed term exclusion following the guidelines below.

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.

Additional sanctions may be put in place 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 for example tidying a classroom or helping clear up the dining hall after meal times.

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

The Class Teacher 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
- High expectation and clearly defined guidelines and boundaries
- Positive praise
- Quick response to acceptable behaviour

The Inclusion team will support the class teacher with the management of children with challenging behaviour. 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. This support could include:

- Intervention groups for behaviour, self-esteem or emotional literacy
- Support with classroom strategies
- Meetings with children and parents
- Report cards
- Management of Pastoral Support Plans (PSPs). The PSP sets out achievable targets and actions for individual children. The PSP will be reviewed every 6 weeks by the Inclusion team with parents/carers.
- Referrals to outside agencies, as appropriate
- Arrange 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.

Parents/Carers

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 child's specific behaviour difficulties through phone calls and, where appropriate, at meetings arranged a 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.

Internal Seclusion and Fixed Term Exclusion

We have a responsibility to maintain the smooth running of classrooms and school or the safety and learning of all pupils. The following behaviours are unacceptable and could result in an internal seclusion or fixed term exclusion.

Persistent breaches; or a first or 'one off' serious offence e.g.

- a) serious actual/threatened violence against another pupil/member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon

Where practical, the pupil will be given an opportunity to present their case **before** taking the decision to seclude or exclude.

Internal Seclusion

- Parents/carers will be invited into school to discuss the incident/s that has led to the internal seclusion.
- Children on an internal seclusion will have work set and marked by their teacher.
- 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.
- Following the internal seclusion will be a reintegration meeting. This meeting is attended by the class teacher, pupil, parent and inclusion team. A PSP will be put in place with behaviour targets set.
- All meetings will be minuted

Fixed Term Exclusion

- Following an incident, and 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.
- Parents/carers will be invited into school to discuss the incident/s that has led to the fixed term exclusion.
- The length of exclusion and information about when their child may not be out in a public place following an exclusion is shared at the meeting and documented in a letter.
- Parents are notified if a decision is made to issue a further exclusion after the initial one.
- These exclusions must, by law be reported to the governors and Learn Sheffield.
- 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.
- All fixed term exclusions are followed up with re-integration plans for the child. Re-integration meetings are minuted and a PSP either put in place or updated. Parent and pupil views are elicited.
- There is a final sanction of permanent exclusion.

The following guidance is adhered to for all fixed term exclusions, *'Exclusions from maintained schools, academies and pupil referral units in England – DfE September 2017'*.

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” 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.

Appendix 3

The current exclusion law

- the Education Act 2002, as amended;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (“the Regulations”);
- the Education and Inspection Act 2006;
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended, and
- Exclusions from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.