

Bishopton Primary School



Behaviour Policy

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BEHAVIOUR POLICY

(Includes policy on 'Non-Aggressive Behaviour' in Appendix 3)

POLICY OUTLINE

- To ensure that all pupils display high standards of behaviour to enable them to feel safe, enjoy school and achieve their full potential.
- To develop an inclusive approach to behaviour where the needs of individuals are catered for and equality of opportunity is enhanced.
- To offer clarity and consistency of expectation to staff and pupils so that all members of the school community are clear about their role and contribution.

PURPOSE

- The purpose of this policy is to specify what behaviours and attributes we expect of pupils and outline what actions will be taken to achieve and maintain these. This policy is based on 'behaviour and discipline in schools' published by the DfE and updated in January 2016.
- The authority to discipline pupils whose behaviour expectation fails to meet this applies to all paid staff with responsibility for pupils.

IMPLICATIONS OF THIS POLICY

- Compliance with the requirements laid out in this policy will ensure that the school runs in a safe and orderly manner and that all staff understand their role in this.

PRINCIPLES ON WHICH OUR PRACTICE IS BASED

- All members of the school community are entitled to a safe, secure environment that promotes engagement in learning.
- Positive behaviour should be routinely acknowledged, rewarded and celebrated. It is through reinforcing positive attitudes that pupils feel valued and learn to value others. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Behaviour that contravenes the agreed pupil expectations should as far as possible be dealt with at source and immediately. The aim of any sanction issued must be to prevent a repeat of the behaviour (i.e., not merely to punish).
- Lessons should be planned using strategies that promote the engagement and success of all pupils. When this happens, poor behaviour is less likely to occur.
- Restorative practices are embraced as a means of empowering staff to be successful practitioners. Restorative practices acknowledge the intrinsic worth of the individual and their potential to contribute to the whole school community.
- Whilst aiming for consistency the school acknowledges that there is a legal duty under the Equalities Act 2010 in respect of safeguarding and in respect of students with SEND. We seek to treat all pupils fairly, although this will not necessarily mean that we treat all pupils in the same way.

WHAT WE WANT

We want every child at Bishopston to feel:

- Valued
- Cared for
- Safe and secure
- We believe that children thrive when their self-esteem is high and they are confident and caring as pupils within the school community.
- We want them to be regular and punctual attenders who engage enthusiastically in all aspects of school life. We want them to develop good relationships with their peers and with the adults who work in the school.
- We want children to be treated fairly and with consistency throughout the school with an emphasis on the positive. However, they do need to know that if their behaviour or attitude is unacceptable, then we will work with them to improve it.
- In line with our Disability Equality Scheme and practice, reasonable adjustments may be required, taking into account the additional needs of children with health or disability issues.



HOW DO WE DO IT?

We have many strategies for creating an atmosphere in which children are cared for, encouraged, positively rewarded and also know the sanctions that are in place should it be necessary to use them.

(See also: Attendance; Sex and Relationships Education; PSHE and Citizenship; Social Inclusion; Special Educational Needs; Gifted and Talented; Racial equality; Child Protection; Disability and Equality Scheme)

PUPIL BEHAVIOUR REWARDS

We praise and reward children for good behaviour in a variety of ways, such as:

- Teachers congratulate children.
- Teachers give children merits. Merit Cards: Every child in the school has access to a merit chart and collects merits from staff (teaching, non-teaching and peripatetic) when they have done something that other people are pleased with. This does not have to be linked to academic achievement, but can be for achievement in or out of school, which is a sign of progress - emotional, intellectual, social or physical.
 - Once a merit has been awarded, it cannot be taken away.
 - Children collect and record merits and then receive a Merit Certificate in increments of 50 in our presentation assembly on a Wednesday.
- We distribute merits (stickers, certificates) to children, either for consistent good work or behaviour, or to acknowledge very good effort or acts of kindness in school.
- Children are awarded Headteacher and/or Deputy Headteacher awards (stickers) super work, manners, respect, achieving a Gold Award – the list for rewarding positivity is endless.
- The school acknowledges all the efforts and achievements of children, both in and out of school.

PUPIL BEHAVIOUR SANCTIONS

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ 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 reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher communicates with the Headteacher, who records the incident, and the child is dealt with accordingly. Appropriate sanctions are put in place. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (please refer to our Anti-Bullying Policy).
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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. Please refer to the DfE document 'Use of Reasonable Force: Advice for Headteachers, staff and Governing Bodies' (July 2013).
- All members of staff have been 'Team Teach' trained.

(Also see Appendix 3, "A Policy on Non-Aggressive Behaviour")



THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour in the following 'logs': behaviour, bullying, racist, homophobic.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

THE ROLE OF THE CLASS TEACHER

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Class teachers treat each child fairly. Teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the phase leader, Deputy Headteacher or the Headteacher.
- Class teachers liaise with 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 Specialist Teacher Service (STS). The Headteacher must be consulted and briefed prior to any external conversation.
- Class teachers report to parents about the progress of each child in their class in line with the whole-school policy. Class teachers may also contact a parent if there are concerns about the behaviour or welfare of a child.

THE ROLE OF 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 Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

THE ROLE OF PARENTS

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school aims via the school website (www.bishoptonprimary.co.uk), and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. On entry to the school we ask parents to complete a home-school agreement on behalf of their children. We build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher, and if the issue remains, they should then contact the Headteacher. Should the problem remain unresolved, they should contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. Updated national guidance (October 2011) in relation to exclusions can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, usually where further evidence has come to light. In the absence of the Headteacher the Deputy Headteacher would assume the roles and responsibilities outlined here.
- If the Headteacher excludes (either fixed-term or permanent) a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
 - The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
 - The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. This committee would be convened as and when required.
 - When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

DRUG AND ALCOHOL-RELATED INCIDENTS

Please refer to our Drugs Policy for guidance in this area.

MONITORING AND REVIEW

- The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to them on account of bad behaviour. Incidents of bad behaviour on the playground are reported to class teachers, who deal with the situations accordingly. Incidents of serious misbehaviour will be referred to the Headteacher who will record said incidents as appropriate.
- The Headteacher keeps a record of any child 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- The Governing Body reviews this policy every four 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.

Signed: *Andrew Smith*

Date: 21-9-2023



APPENDIX 1

KEY STAGE 2: MANAGING BEHAVIOURAL INCIDENTS IN SCHOOL

If children are involved in behavioural incidents in school which require more than a discussion with class teacher / TA / lunchtime supervisor (e.g., violence towards another child, abusive language to another child or member of staff, refusing to co-operate in class and being disruptive) there is the option of them spending time out of their own class in 'safe areas' as follows:

- Year 3A to 6CJ
- Year 3C to 5SB
- Year 4N to 6G
- Year 4S to 6G
- Year 5SB to 3C
- Year 6CJ to 3A
- Year 6G to 4BH

On most occasions this would be for the remainder of the session (e.g. morning or afternoon) but if the incident was more serious this could result in an internal exclusion for a whole day.

Any decision around removing a child from class for a whole day **MUST** involve the Headteacher.

Parents **MUST** be informed if a child has had to spend time out of their class – either face-to-face at the end of the school day, by email or via a telephone call.

During the child's time in another class they will have some independent work to complete – this should be non-challenging and manageable, as they shouldn't be receiving help from the teacher or TA who has them in their class.



RESTORATIVE PRACTICE (POSTER) FOR CLASSROOMS



APPENDIX 3

A POLICY ON NON-AGGRESSIVE BEHAVIOUR

In March 2003 the DfES published 'Tackling Bullying: Listening to the views of young people', which was the result of talking directly to young people about their experience of bullying. It was stated that:

"Bullying has become a key issue of public policy in recent decades, following widespread public and professional concern about the negative effects of bullying on students' academic attainment and emotional well-being"

STATEMENT OF INTENT

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

WHAT IS BULLYING?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- *Emotional* being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- *Physical* pushing, kicking, hitting, punching or any use of violence.
- *Racist* racial taunts, graffiti, gestures
- *Sexual* unwanted physical contact or sexually abusive comments
- *Homophobic* because of, or focussing on the issue of sexuality
- *Verbal* name-calling, sarcasm, spreading rumours, teasing.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

PRINCIPLES ON WHICH OUR PRACTICE IS BASED

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- In conjunction with the above the school has adopted 'A Charter for Action' on bullying.
- When incidents of bullying occur the following actions should be taken:

PROCEDURES

- Report bullying incidents to staff
- In cases of bullying, the incidents will be recorded by staff
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the bully (bullies) change their behaviour.

The next section highlights some preventative tactics as we feel that it is far better to prevent aggressive behaviour and create an atmosphere of non-aggression rather than have to find cures for such behaviour after it has manifested itself.



WHAT TO DO

PREVENTATIVE TACTICS

- Careful supervision of the school, especially during breaks and lunchtime, particularly play areas and toilets.
- Use of curriculum time to develop awareness of aggressive / non-aggressive behaviour through:
 - circle time
 - drama role play
 - language exercises, oral as well as written
 - 'fair play' concept through P.E.
 - Assembly themes
- Beware 'accidents', 'jokes' and 'games', which cause distress.
- Create a climate that values non-retaliatory solutions to problems – reward non-aggressive responses.
- Encourage children, by example, to be kind and considerate to others.
- Encourage responses to problems which are non-violent e.g. discussion.
- Improve the physical environment by creating interesting and stimulating play areas, e.g. playground markings, quiet areas, team game areas, seating, organised play activities
- Encourage co-operation (through clubs and activities) between children, across classes/ages/gender.
- Reward non-aggressive behaviour in a planned and systematic way e.g. targets, contracts, merits etc.
- Weekly behaviour target in classrooms
- Establish school rules that hitting, spitting, kicking etc are not allowed and **follow this up** by concerted staff action by all adults to ensure implementation.
- Give the message that each child is valued and accepted but that their aggressive behaviour is unacceptable. It is the behaviour not the child that is being rejected.
- Give positive messages to all new intake children of whatever age about our belief in non-aggressive behaviour.
- Observe social relationships between children. Is a problem developing? Is there a positive element in the relationship that we can help each child to recognise rather than a negative element?
- Teach children the social skills of negotiation and compromise. Try to encourage self-control.
- Show aggressive children that they can satisfy their needs through working with others rather than in confrontational ways.
- Inform parents of our non-aggression policy and enlist their support and help.
- Try to avoid keeping children sitting or waiting around for a long time with nothing to do.
- Use children's initiatives to create acceptable behaviour in classrooms, play areas etc.
- Encourage positive behaviour in School Council Meetings.



APPENDIX 4

PROMOTING GOOD BEHAVIOUR

At Bishopton Primary School we believe that it is important to maintain good order and behaviour by focusing primarily on rewarding good behaviour. We actively look for ways within school to reward and celebrate achievement and good behaviour. These include:

In class:

- Awarding of 'merits' for everyday achievements.
- Every child having their own award card for the collection of merits.
- Merit charts to show the number of merits children have.
- Additional class and group rewards decided by the class teacher in conjunction with the children.
- Extra privileges in class, e.g. giving additional jobs or responsibilities.
- The use of circle time to celebrate.

In assemblies:

- Opportunities for children to show good pieces of work and talk about their achievements and interests.
- Children who have accumulated 50, 100 (followed by multiples of 50) merits are awarded certificates.
- A cup is awarded to the house who has achieved the most merits so far.
- The opportunity for children to share their achievements out of school with the whole school community during assemblies.



APPENDIX 5

RESPECT

At Bishopton we have a 'standing' value which underpins the work we do in school. We aspire for children to show and demonstrate to themselves, others and property through the following: Be polite and friendly;

- Call people by their preferred names;
- Walk around school quietly, holding doors open for people;
- Follow directions from adults and lunchtime leaders;
- Look after personal and school property;
- Be helpful;
- Keep unhelpful hands, feet, comments and objects to ourselves.

If a child feels that someone is doing or saying something to him or her that upsets him or her they must say "stop it, please". If the behaviour or comments do not stop it is reported to a member of staff, who deals with it. The meaning of 'respect and 'stop it, please' are reinforced in assemblies and in class throughout the year.

SANCTIONS

Sanctions for not following our school value depend upon the nature of the behaviour exhibited. Children are able to go 'up and down' the list – it is not chronological. We avoid shouting at children. The following sanctions may be used:

- Warning(s);
- Moved in class;
- Moved to another class for 'time out';
- Miss a break;
- Sent to Deputy Headteacher;
- Sent to Headteacher.

Children who have broken the 'rules' on many occasions or have broken a major rule by being involved in:

- Systematic bullying;
- Offensive language / behaviour to adults / staff;
- Physical assault;
- Verbal abuse including making sexist or racist remarks.

They will be sent to the Headteacher who will treat each child and case as an individual and may implement one or more of the following:

- Speak to the child concerned;
- Invite parents / carers into school to speak to them with the child concerned;
- Write to the parents / carers;
- With the consent of the parents / carers, place the child on a behaviour record to encourage and reward good behaviour.

If none of these sanctions works, the Headteacher (in extreme cases) will consider exclusion. This decision will have been reached having exhausted all available avenues of support such as Educational Welfare, the Educational Psychology Service and behavioural support service. DfE and LA guidance will also be considered.

Governors are informed of serious behaviours via the Headteacher's report to Governors. At Bishopton Primary School a positive climate is created that promotes reward and praise rather than criticism and sanction.

- The example is set by members of staff in their relationships with each other and the children;
- The sense of community within the school and that all the children and staff are ambassadors;
- Interesting and well-prepared lessons that cater for individual needs;
- Colourful and stimulating learning environments.



APPENDIX 6

WHAT DO WE DO?

In Reception/Year 1/2:

- Deliberately ignore if teacher considers it a 'one off' or out of character and does not affect other children.
- Use of verbal warning, yellow and red card system – children are given a verbal warning before a yellow card is given, indicating final warning. If behaviour does not improve, and the child has been issued 2 yellow cards, a red card will be issued, indicating a lunchtime exclusion. If two or more red cards are issued within a week, a meeting will be held between the parent, pupil and class teacher
- Children given choices as to what will happen if they do not conform or come to the right decision.
- Remove from activity - sometimes a child has to be removed from an activity, because they are disruptive to others or endangering other children or themselves.
- Refer to phase leader to deal with behavioural issues. The pupil is talked to by the member of staff and warned about behaviour, and if warranted referred to Deputy Head then Headteacher
- Discussion with parents - if behaviour is consistently bad or seriously disruptive then the parents will be invited in to discuss the situation and asked to support the school
- Use a Home/School Book where appropriate - this is a booklet that goes between home and school, after discussions between teacher and parents. It targets specific times of the day in behaviour problems and the book tells parents how the child has met these targets. It provides opportunities to communicate and praise where the targets are met.
- Incidents to be recorded in class behaviour book with actions taken / separate book used for lunchtime incidents

In Year 3,4,5,6 (KS2):

In Key Stage 2 sanctions which apply to KS1 may be used, if appropriate. However, because the children are older, then the sanctions applied can be more varied.

- Use of verbal warning, yellow and red card system – children are given a verbal warning before a yellow card is given, indicating final warning. If behaviour does not improve, the children will be issued a red card, indicating a lunchtime exclusion. If two or more red cards are issued within a week, a meeting will be held between the parent, pupil and class teacher.
- Own time to complete tasks - The onus is on the child to produce the work in his or her own time, if it is not being completed sufficiently in class time. Lunchtime is used for children to catch up on work in extreme circumstances.
- Apology - It may be only necessary to insist that a child makes a verbal apology for a misdemeanour. In the case of a more serious or persistent problem, a written apology may be demanded.
- Time Out - If a child is in difficulties in the playground and is causing disruption or distress they will be removed to either a bench on the playground to 'cool off' or to the Key Stage 2 Co-ordinators classroom where they can be spoken to and supervised.
- Refer to Appendix 1 to discern what action to take subsequently if time out from a class is needed for a session.
- Children can be referred to KS2 phase lead to deal with difficulties and then if warranted referred to Deputy Head then Headteacher.
- A child may be given a list of behaviour strategies and expectations to adhere to and have their own individual behaviour plan.
- A record of serious misdemeanours will be kept by the Headteacher.
- Class teachers will keep a record of any incidents in their class, and also where parents have to be consulted.
- Parents will be informed if it is felt necessary to physically intervene.
- Parents will be informed and liaised with if child's behaviour warrants it.

