



Be the Best You Can,  
Guided by God

Behaviour Policy Reviewed June 2018  
Next Review Summer 2019

## **Bolney CE Primary School** **Behaviour Policy**

***Our Behaviour Policy at Bolney is based around consistent practice, positive encouragement and polite, respectful and thoughtful behaviour.***

***It is underpinned by our key Christian values of Love, Respect, Honesty and Resilience.***

***This policy supports the school's Anti-Bullying Policy.***

### What is Behaviour?

Behaviour is the way members of the school community interact with and respond to different people and situations.

### Principles

- Respect is shown to all members of the school community, to properties and to the environment
- Positive behaviour is recognised and encouraged
- Behaviour which affects the rights of others to learn and work together is not acceptable
- Bullying in any form is not tolerated

### Aims

To create an environment in which:

- children have a strong positive respect for themselves and others
- successful teaching and learning takes place
- children feel valued and safe
- appropriate behaviour contributes to the well being of the school community

### To fulfil these aims staff:

- are consistent in their management of behaviour
- use positive language
- emphasis politeness, kindness and mutual respect
- recognise and value individual achievements and contributions
- encourage children to be responsible for their own personal conduct
- liaise with parents regarding their child's behaviour

This policy outlines the strategies we use to ensure the aims are met.

### **What is unacceptable behaviour?**

This may occur in a variety of forms:

#### **Not following rules set by the school**

**Emotional** – being deliberately unfriendly, excluding, tormenting, intimidation

**Physical** – pushing, kicking, hitting, punching or any use of violence

**Verbal** – name calling, malicious sarcasm, spreading rumours, malicious teasing. It may be directed towards gender, ethnic origin, physical / social disability, or personality, etc.

**Racist** – racial taunts, graffiti, gestures

**Sexual** – unwanted physical contact or sexually abusive comments

**Damage to property or theft** – taking personal property or coercing a pupil to hand over property to them

**Cyber** – email, social media or messaging misuse, telephone calls or misuse of associated technology such as camera or video facilities

### **A code of conduct – class rules**

Each class will agree a code of conduct – class rules – at the beginning of the year. The rules are based on our Christian values of love, respect, honesty and resilience and every child and adult is to commit to these rules.

They are written using positive language for example:

- Listen carefully when someone is speaking to you.
- Allow others to get on with their learning.
- Keep hands, feet and objects to yourself.

These are reviewed for effectiveness with the children throughout the year and amended as needed. In all classes, rules are prominently displayed in such a way as to be accessible to all members of the class.

Each class uses a tiered board system where children's names are placed on a board and they can move between these boards during the day. They all start in the same place at the beginning of every day eg on the 'sun', 'fantastic' or 'green' board. They can all move 'up' or 'down' from this starting point. It is made clear to children what they need to do to move 'up', especially if they have moved 'down' from the start board.

### **Positive reinforcement strategies**

Pupils who follow the rules will be acknowledged wherever possible through immediate, verbal praise specific to the acknowledged behaviour ("Thank you for putting your chair under the desk, Terry").

**This style of encouragement is the keystone to our classroom and school behaviour policy.**

- In class, time is made for children to show particular achievements from a lesson or home learning and praise is given.
- Celebrations (smiley faces, ticks, stickers) lead to team points. These may be for a positive attitude to learning, appropriate behaviour, demonstrating our Christian values, being polite and helpful etc.  
In EY and KS1 three celebrations equals a team point.  
In Y3 and Y4 four celebrations equals a team point.  
In Y5 and Y6 five celebrations equals a team point.

Team points lead to certificates:

5 team points = a bronze certificate,

10 team points = a silver certificate,

15 team points = a gold certificate.

- Oak leaves awarded in Celebration Assembly for effort and positive attitudes to learning, the children show work they have been awarded an oak leaf for and talk about it to the rest of the school showing the value placed on it.
- Raffle tickets for demonstrating our Christian values, two are selected at random each week in Celebration Assembly, shared with the school, the 'winners' are awarded a cup to hold for the week and can select a gift. Their name and why they were awarded a raffle ticket is written on a wooden disk and hung in the entrance hall for the year. These are given to the children at the end of the year. The raffle tickets not selected are given to all the children at the end of each term.

- Marble in the jar –whole class award - marbles will be awarded for whole class effort and achievement i.e. playing well together at lunch times, keeping classroom tidy, good behaviour with different teachers.
- Golden time at the end of the week.
- Positive contact to parents – speaking with parents and sharing work.
- Headteacher's Award stickers and sharing learning with the Headteacher.

Rewards are not to be taken away once awarded.

### **Minimising and responding to unacceptable behaviour**

Adults in the school seek to minimise the opportunity for pupils to misbehave through:

- Early establishment of their authority in a secure, confident but relaxed manner;
- Establishment and maintenance of shared expectations of behaviour, routines and structure;
- Lively and sensitive input;
- Considered, sensitive and skilled early intervention, this may include directed choice, e.g. you can stay in your seat and work quietly or move to the table over there and work on your own.

### **Sanctions**

Pupils who choose not to follow the rules are subject to the following set of sanctions. These sanctions are consistent in all classrooms and are in an order of hierarchy. However in extreme cases of inappropriate behaviour it may be necessary to go straight to a specific sanction, like losing time or class exclusion. When giving the sanction, after a polite reminder, the consequence of continuing the action should be made clear. The sanctions are:

- **Polite Reminder**

Using a principal of least intrusive response, pupils are reminded that they are not adhering to a class rule. They are calmly told the rule they are infringing and asked to comply.

- **Warning**

A child failing to comply with a polite reminder will be issued with a warning. This is designed to highlight the fact that they are displaying undesired behaviour and that further sanctions will follow if the child continues to misbehave. A warning is shown by moving the child's name onto the cloud / grey board. A child may be asked to work on a table on their own within the classroom environment to restore good learning behaviour. At playtime the warning will be verbal.

- **Lose time**

Continued misbehaviour will result in the child losing time from their next playtime / Golden Time and the child's name remains on the cloud / grey board. For children in Y2-Y6 a behaviour reflection sheet is to be completed during the time that is lost from playtime or Golden Time. For children in Y1 and YR the reason for loss of time is to be discussed with the child. If some of playtime is lost the child should have the opportunity for a short break where possible.

Misbehaviour during playtime will result in the child standing next to a member of staff who is on duty to reflect on their behaviour and calm down before returning to play. The class teacher is to be informed of this at the end of play and a behaviour reflection sheet is to be completed by children in Y2-Y6 during their next playtime or Golden Time.

- **Headteacher involvement**

Continued misbehaviour or an isolated incident can result in the Headteacher meeting with a child to discuss their behaviour. This is recorded on a 'Meeting with Pupil Record' sheet and kept in a file in the Headteacher's office for referral and monitoring purposes.

If three behaviour reflection sheets have been completed over two weeks or six over half a term the behaviour reflection sheets are shared with the Headteacher who will then meet with the child to discuss the issues and the best restorative approach.

- **Time out**

Continued misbehaviour will result in the child being removed from the classroom environment to work in isolation. If the child is removed near the end of a session they will be expected to remain in isolation for the next session for a reasonable length of time. The child's return to class will be decided based on their readiness to return to learning with their peers.

The child will be removed to an area as decided by the Headteacher or Senior Teacher in their absence. A member of staff can escort the child to the Headteacher, if there is not a member of staff available to do this then another child can be sent to the Headteacher with a red card to remove the child.

Once out of class the child will continue with their work and complete a behaviour reflection sheet. If the time out occurs over a break-time the child may have a supervised break at an alternative time to the other children.

- **Parental Involvement**

This is at the discretion of the class teacher for any of the sanctions given after the sanction of losing time.

Parents will be informed of a class exclusion on the day it has occurred wherever possible. The teacher / Head / Senior teacher (depending on the situation) should seek to meet with parents or make a phone call home to discuss the issues. It is important to keep parents informed of their child's behaviour and to foster as much support from home as possible.

A formal record of meetings with parents should be made using the meeting with parents/carers form.

- **Fixed-term and permanent exclusions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs 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.

If permanent exclusion is becoming a distinct possibility, then efforts will be made to organise a multi-agency meeting for the benefit of the child. Attendees may include parents, teachers, teaching assistants, social and health workers, community/youth officers etc. The child will be allocated a “Key Worker” who will have regular communication with the pupil and set/ review behavioural targets.

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

If the Governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Behaviour Support Plan**

For children who find following the school’s rules and expectations a challenge a behaviour support plan is to be implemented. This will support a child with their behaviour and ensure there is a consistent approach when supporting a child.

A behaviour support plan will be agreed by the SENDCo with the child’s class teacher, the child and the child’s parent/s.

All staff and the parent/s will be aware of the plan and be consistent in its implementation.

A review of the plan is to take place as circumstances change.

The involvement of outside agencies is to be considered and staff are to engage with the agency involved.

### **Use of force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child. The actions that we take are in line with government guidelines on the restraint of children.

### **Bullying**

Any incidents of bullying will be dealt with firmly, fairly, promptly and confidentially. Please see the Anti-bullying Policy.

### **The role of the class teacher:**

It is the responsibility of the class teacher to ensure that positive behaviour is promoted in their class, and that the class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

In certain circumstances, the class teacher may need to liaise with external agencies, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

**The role of the headteacher:**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently 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 the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

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. Both these actions are only taken after the school governors have been notified.

**The role of parents:**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Our expectations for good behaviour are outlined in the School Prospectus and on the school website. We expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the 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 discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, then the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**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 carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, 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.

**Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended 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.

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This policy applies to all areas outlined in the DfE document 'Behaviour and discipline in schools' Advice for headteachers and school staff January 2016 which includes:

- Pupils' conduct outside the school gates – teachers' powers
- Detention
- Confiscation of inappropriate items
- Power to use reasonable force