



# Behaviour Policy

September 2018

# Bewley Primary School

## Behaviour Policy

This document is statement of the aims, principles and strategies for managing behaviour at Bewley Primary School. A copy of this policy is available for all parents on request and it will be reviewed annually and amended if necessary.

This policy was developed through a process of consultation with all staff and pupils of the school.

### Rationale

Bewley Primary School's aim is to create a happy and friendly atmosphere where children can develop their full potential. Each child in our school is valued and encouraged to develop spiritually, morally, emotionally and academically in a happy, safe and secure environment.

We recognise that good behaviour has to be taught, and this Behaviour Policy outlines the rules and expectations of our school. Children will learn to recognise, respect and value each other and they have a right to feel safe and secure in and around the school. As a Unicef Rights Respecting School we recognise the importance of valuing each person in our learning community as an individual.

**We are a Rights Respecting School and this policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child.**

**This policy links directly to the following articles of the UN Convention of the Rights of the child.**

#### **Children's rights and responsibilities:**

**Article 14** – Children have the right to think and believe what they want, and to practise their Religion, as long as they are not stopping other people from enjoying their rights.....

**Article 28** – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity Young people should be encouraged to reach the highest level of education they are capable of;

**Article 29** – Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

**Article 30** - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

## **Aims and objectives**

We aim to:

- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of Bewley Primary school community.
- Promote and encourage self-esteem, self-discipline and respect.
- Celebrate and reward children who behave well.
- Treat all children fairly and apply this Behaviour Policy in a consistent way.
- Encourage the involvement of parents in supporting the implementation of this policy.
- Define acceptable standards of behaviour.
- Provide guidance and support for staff when dealing with inappropriate behaviour.

## **Home to school contact**

We establish good relationships with parents to ensure they understand the school's expectations. Parents receive a behaviour booklet which explains our behaviour rules in school. We aim to make parents aware of any issues as they arise. Specifically, the use of the home /school reading/contact book is a way of communicating minor incidents to parents however if an issue is regarded more serious than individual parents will be contacted by the class teacher or member of the senior leadership team. If a parent does not collect their child at the end of the school day, the class teacher will telephone the parent at home.

## **Good Behaviour Rules**

At Bewley Primary School we also have Good Behaviour Rules, these will be given out at appropriate times during the school year to remind pupils of rules, expectations, rewards systems and sanctions. These are reinforced by class teachers and also the senior leadership team within whole class assemblies and also during class circle times. Specifically the use of the SEAL and also PSHE programs enables teachers to further dedicate time to teaching and helping children to understand behaviour expectations.

Each class has a Class Charter which defines acceptable behaviour in each class and around school (RRSA)

An overview of some of our school rules are:

***We speak politely and kindly to everyone***

***We are always honest***

***We listen carefully to others***

***We work hard and do our best at all times***

***We respect our school environment***

***We move around the school safely, inside and outside***

**We behave well whilst out of school ensuring we set a superb example as a valued member of Bewley Primary School community.**

## **Roles and responsibilities:**

### **The Headteacher**

- To ensure the health, safety and welfare of all children in the school.
- To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- 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, racist and homophobic incidents.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

### **The role of Governors**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- Notify the head teacher and give him or her related guidance if the Governing Body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the Governing Body must consult (in whatever manner they think appropriate) the headteacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head- teacher on which he/she can base the school behaviour policy.

The Governing Body will notify the headteacher that the following should be covered in the school behaviour policy if needed:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

- In providing guidance to the headteacher, the Governing Body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under the Education Act 2011 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Governing Body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.
- To support the school in its efforts to address issues related to behaviour management.

## **School Staff**

- To implement the behaviour policy in a consistent manner.
- To model the behaviour expected of the children.
- The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.
- To consistently reward good behaviour with verbal praise, stickers, smileys and also other reward systems (which will be continually reviewed to ensure their effectiveness in promoting good behaviour).
- Informal 'jottings' are kept by staff in the case of repeated minor incidents.
- Teachers can confiscate pupils' property if inappropriate
- Teachers can also discipline pupils for misbehaviour outside school.
- To inform parents of good behaviour as well as behaviour that is causing concern.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- To discuss with children the importance of making good choices regarding their behaviour and to ensure children understand the consequences of their actions.

## Rewards



**S**afety counts  
**M**anners are important  
**I**nclude everyone  
**L**isten and you will learn  
**E**ffort is rewarded

At Bewley Primary school, we place great emphasis on an effective reward system which recognises and encourages good behaviour.

- Verbal praise
- Visit to another teacher or senior leadership team to share good news
- Award stickers and certificates
- lunchtime supervisor stickers/awards
- Pupil of the Week certificate presented at celebration assembly weekly.
- Increased responsibility, privileges (Head Boy/Girl ,year 6 prefects and team captain roles)
- Years 5 and 6 working as playground crew in KS1.
- Year 6 acting as buddies to help reception children to understand playtime rules at the beginning of the year.
- Smileys given to individual children
- Smileys are totalled each week for house teams
- Headteacher's Award (sticker and / or certificate)
- Headteacher's postcard which is posted to parents to inform them of their child's excellent behaviour.
- Additional playtime earned over a term for a specific house team.

## Parental Involvement

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

## **Types of behavioural issues**

### **Low level disruption**

- Not adhering to the school/classroom rules
- Verbal disruption
- Non-verbal disruption
- Distracting others

### **Actions**

1. Non-verbal / verbal reminder
2. Warning (reminder of rules and expectations)
3. 5 minute 'Time out' (inside classroom or within sight of the teacher)  
(once warning /time out has been given, child start afresh for next session/lesson)
4. If disruption continues the child will be sent to work in a partner class for 20 minutes.
5. If disruption further continues, child to be sent to deputy head/head teacher where appropriate.
6. Loss of playtime – child to remain inside with their class teacher or to accompany teacher on duty.
7. Children may remain behind after school for a short period of time with the PSA.
8. Inform parents about the possible use of behaviour / target chart reviewed periodically with parents.

At all times any incidents should be monitored and parents should be informed either via informal discussion/phone call (where appropriate).

### **High level disruption**

- Racist, homophobic, biphobic or transphobic comments
- Aggressive, violent behaviour
- Purposeful, directed inappropriate language / gestures
- Wilful damage to school and personal property
- Acts of bullying (see Bullying Policy for further guidance)

### **Actions**

1. All racist, homophobic, biphobic or transphobic comments are to be fully investigated by the appropriate teacher (HT/ DHT) and must be recorded in full in the Racist Incident Log (held by Headteacher)
2. When dealing with aggressive or violent behaviour, (physical, verbal or destructive) the child will be immediately removed from the situation and sent to the Deputy Headteacher/ Headteacher who will deal with the incident.
3. In all of the above cases, parents will be informed of their child's inappropriate behaviour by letter or phone call. A meeting will take place to discuss the incident and if needed, support will be provided to enable the child to improve their behaviour. This support will include an in school behaviour plan which will be reviewed with the child 2x per week and with parents monthly.

4. Following any of the above incidents, loss of privileges including attendance at residential visits or sporting events will be considered.
5. Very occasionally it may be necessary to hold children to stop them from hurting themselves or others. In cases when a restraining action has been used by a member of staff, the incident will be fully recorded in the Serious Incident Log.

## **Bullying**

See separate Anti-bullying Policy

## **Monitoring & recording inappropriate behaviour**

- Serious Incident Log
- Racist Incident Log
- Class teacher jottings for minor incidents in their personal class files.

## **Exclusions**

We pride ourselves that on most occasions we deal with major behaviour issues internally and do not use exclusion as a deterrent. However in individual / exceptional circumstances it may become necessary to exclude a child.

- Violence towards staff or pupils
- Intentional use of weapons or drugs on the school premises
- Persistent, unacceptable behaviour at lunchtime may result in the child being excluded from lunchtimes.

## **Outside Agencies**

When a child's repeated inappropriate behaviour is becoming a major cause for concern, advice and support will be sought from outside agencies including the Educational Psychologist or CAMHS.

A meeting will be arranged to discuss the needs of the child and set targets to work towards improving behaviour. A behaviour plan will be written and the child may receive support during school time from the PSA or some form of therapeutic support.

## **Implementation and monitoring**

We try to develop a positive attitude to discipline using the strategies mentioned in this policy. The effectiveness of our policy will be monitored regularly, we will analyse the following

- The amount of reported incidents of inappropriate behaviour.
- Review of serious incident log
- Pupil questionnaires are dealt with by the School Council and in class.
- Parent questionnaires are evaluated and parents are informed of appropriate action taken.
- Feedback from members of the School Council.

## **Relationship to other policies**

This policy should be read in conjunction with the following policies

- Anti-Bullying Policy

Review September 2019



- Inclusion Policy
- Equal Opportunities Policy

Review September 2019

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