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Rationale

At Bridlewood Primary School we aim to encourage a calm and caring environment which fosters respect, honesty and trust where effective learning and personal development will flourish.

Aims

To work as a whole team:

- To encourage children, staff and other adults to feel they are known and valued members of our school community
- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- To recognise and reward the positive achievements, both social and academic, of the children
- To encourage respect for other people's feelings
- To create a secure and caring environment within which everyone can live and learn without hindrance
- To encourage everyone to care for the grounds, buildings, furniture, equipment and books provided by the school

Guidelines

Positive encouragement is vital as it can forestall the need for sanctions.

Pupils behaviour may be influenced by personal circumstances and/or learning difficulties. We will take account of children's individual needs especially those who belong to minority ethnic/faith groups, are travellers, asylum seekers or refugees, are pupils with English as an additional language, looked after children or those that have disabilities.

Behaviour caused by underlying difficulties will be managed in different ways if children have extra needs.

Incidents arising outside lessons should be dealt with initially by the staff observing them and, if necessary, passed to the appropriate member of teaching staff. All adult members of the school community should regard themselves as being "on duty" at all times and should model appropriate behaviour and never allow minor misdemeanours to go unchecked.

A positive approach to behaviour is more effective than a negative, confrontational one. Expectations and boundaries are set early. Once these are established, positive discipline should be exercised. Good behaviour should be the expectation and generously rewarded with praise. Children should be reminded of rules and expectations regularly. When speaking with children, it is important to separate the child from the behaviour (it is the behaviour and not the child which is unacceptable).

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Rewards

The following are used to acknowledge and praise good, caring and sensible behaviour and to share good work.

They may include:

- Inclusion in the class Good News Book
- Verbal praise, smile, thumbs-up, applause
- Written comments on work
 - Stickers – these are given to children by the class teacher or support staff when their work is deemed to be of a high standard or where a significant effort has been made. Stickers are also used to reward good behaviour, good manners, helpfulness etc.
 - Sharing achievements – within class, with other teachers and classes, with whole school in assembly
 - Comments to parents (informal and formal); photocopying work and sending home
 - Opportunity to do a favourite or prized activity
 - Team points
Children are allocated to one of four teams:
Dragons = red, Turtles = purple, Crocodiles = blue, Lizards = orange.
Team points are given by all members of staff and recorded in each class. On Friday mornings, the totals for each class are collected. These points are totaled and announced in Friday assembly when a cup is presented to the winning team. This cup is placed in our trophy cabinet with a ribbon tied on it signifying the winning team.
 - Name on a green card/sunshine, in class, to show positive behaviour
 - Gems are awarded for showing qualities such as determination, honesty and good listening. These are displayed in the classroom and discussed in assembly. Children from all classes take home a card indicating which gems they have achieved at the end of each year.
 - From September 2013, first bronze, then silver and gold behaviour awards are given to children who consistently demonstrate positive personal qualities and make good behaviour choices. Children will be encouraged to wear their badge so that their achievement can be publicly recognised. A platinum award may be given to year six children who achieved gold before Christmas and have continued to be a good role model for other pupils.

Bronze awards can be given from the beginning of year one all the way through to the end of year six. They must consistently make good behaviour choices, including completing and returning homework, and show their 'gems'. Some children do not manage to achieve the bronze award during their time at Bridlewood.

Silver awards can be given to children who already have a bronze from the beginning of year three all the way through to the end of year six. They must be taking responsibility

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for their learning at home and at school, making good behaviour choices and showing more 'gems' as time goes on.

Gold can only be given in year six to children who already have their bronze and silver. Excellent behaviour, 'gems' and striving for the best must be evident at all times. Year six children who achieve gold in term two are eligible for the platinum award at the end of the school year.

- Five children who have behaved particularly well at lunchtimes are chosen by the Mid-Day Supervisors to have their lunch with the Headteacher on a top table on Fridays.

Preventative Actions

Jigsaw activities and circle time and/or class or group discussions are planned into the curriculum framework to give children the opportunity to develop social skills and emotional intelligence, to look for solutions to behaviour issues, to re-enforce acceptable behaviour and to identify/ recognise/ develop positive personal qualities (gems).

Celebration assemblies enable positive actions and good work to be praised and rewarded. Emphasis is placed on developing the caring, sharing atmosphere of the school through team/group activities and highlighting displays of good manners and kind actions.

Staff and pupils work together to encourage and reinforce good behaviour.

Intervention Programmes

For children with Social, Emotional and Mental Health (SEMH), appropriate intervention programmes are available including 'Circle of Friends', Lego social skills, opportunities to meet with our school counsellors, a referral to targeted mental health services (TaMHs).

In cases where sanctions are required the following should be carried out:

Within Classrooms

- Eye contact
- Verbal warning
- Yellow Card/white cloud
- Red Card/black cloud (Child misses next day's playtime and a letter is sent home)
- If a child is given three red cards/black clouds in a term, a letter is sent home requesting the parents/carers meet with the Headteacher.
- In some cases extreme behaviour will be referred straight to Headteacher

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- Acts of unprovoked violence, spitting in another person's face, stealing and purposefully damaging property will receive an immediate red card/black cloud
Any cards given will be removed at the end of the session (playtime, lunchtime, end of the day) so that the child has an opportunity for a new start

Further Action which may take place

- At lunch times, the child may be asked to write in the behaviour book
- Write letter of apology, if appropriate
- Phone call/contact with parents by class teacher
- Phone call/letter to parents to request meeting regarding behaviour management, by Headteacher
- Exclusion (fixed term or permanent) procedure followed with the involvement of governors

All members of staff are accorded equal respect and expected to share equally in the praise and reward system in operation.

Parents are encouraged to take an active part in the school's positive behaviour policy by meeting teachers to share successes and concerns.

Sanctions

Sanctions are operated when children do not conform to agreed guidelines and are used to register disapproval of unacceptable behaviour. It is important to remember to clearly differentiate between the child and the behaviour.

We encourage support from parents in reinforcing both the praise and the sanctions given by staff in school.

Minor misdemeanours are normally dealt with at the time of incident by the class teacher or adult in charge and sanctions relate to the task/activity. This may involve a visual warning such as a frown, a verbal warning, withdrawal from the particular activity, or entry onto the card/cloud system. The cloud system is used for reception and year one pupils and the card system operates in all classes from year two upwards.

Personal injury to another child or damage to another child's property requires a personal apology. This is verbal one to one and may also require a letter of apology to the other child or child's parents.

If the damage is to school property the child, in the case of small items e.g. pencil, is asked to replace the item or bring sufficient money to replace it. In the case of an expensive item parents will be consulted and a contribution towards the cost of repair or replacement is requested.

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If a child's inappropriate behaviour is out of character or persistent the class teacher will notify the Headteacher and talk to the child's parents. The class teacher must also inform other staff if it relates to playtime or involves particular groups of children. In the case of continuing problems the class teacher and/or Headteacher and/or Special Educational Needs and/or Disabilities coordinator (SENDCO) will liaise with parents to implement further strategies. Behaviour Support and other outside agencies may be involved where appropriate. Individual children with Social, Emotional and Mental Health difficulties may have specially devised behaviour plans, including lunch time plans, with personalised rewards and sanctions.

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves. In addition to a reprimand and contacting parents, pupils may be removed from class, lose privileges, have items confiscated or miss a playtime.

Major behaviour problems are brought to the Headteacher and Special Educational Needs and/or Disabilities coordinator's attention immediately.

In the case of a serious incident e.g. deliberately causing injury to another child/person or throwing furniture, parents are informed immediately. If the behaviour is persistent a meeting will be arranged with the child's parents and the possibility of setting up a pastoral support programme involving the Behaviour Support Team, Child and Family Guidance may be discussed.

The Mid-day Supervisors use the same card/cloud system as teachers. They report any incidents at playtimes to the teacher at registration. A behaviour book is used to monitor incidents of unacceptable behaviour at lunch times. If a child's name is written in the behaviour book three times in a term, the child must miss a lunch time play and earn back five minutes at a time. The Headteacher will be informed.

Individual Behaviour Plans (IBPs) are individual support programmes for pupils who have social, emotional and mental health needs, from January 2015 these are known as passports for learning.

Before an passport for learning is set up the following actions are taken:

- Classroom behaviour is monitored
- The Special Educational Needs and/or Disabilities coordinator is informed
- Parents are contacted and involved in the process
- Medical history is checked

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- Learning assessments to highlight educational need are reviewed

Setting up an passport for learning:

- Any learning difficulties, which may be affecting behaviour, are reviewed support may need to be provided by a teaching assistant. Disapplication of the National Curriculum may be required in extreme cases.
- The school's Special Educational Needs coordinator will meet with the child, parents and class teacher to ensure the targets meet the child's needs.
- Specialist help will maybe required from outside agencies such as the Behaviour Support Team, Parent support Advisors or Child and Family Guidance.
- "Buddy" support may be considered. This involves another child or group of children being asked to support the child with problems.
- In extreme cases a change of class or school may be considered or placement at the Pupil Referral Unit.

If extreme behaviour continues, parents will be informed of the procedures for exclusion.

Exclusion will only be considered in the following instances:

- Where there has been a serious breach of the school's discipline policy
- A range of strategies have been tried including a 'passport for learning' and these have failed
- The pupil is seriously at risk of harming him or herself or other pupils or is affecting the welfare and education of others

In the case of exclusion, the procedures laid down by the Department of Education and Local Authority are to be followed.

Bullying

An Anti-Bullying Policy was established in 2010 and is to be read alongside this policy.

Restraint/ Restrictive Physical Interventions

Staff should be aware of the Local Authority 'Policy on Positive Handling and the Use of Reasonable Force'. A copy is available in the staff room. A risk assessment must be completed where children exhibit extreme behaviour. Children who have been identified as presenting a risk must have a positive handling plan. Staff who are expected to use planned physical intervention techniques are trained.

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Physical intervention:

- may be in the best interests of the child
- should be avoided unless it is absolutely necessary
- must be preceded with a verbal warning
- must be reasonable and proportionate

All staff who have control of pupils during the school day or come into contact with pupils may use reasonable force to control or restrain a pupil who is:

- a) At risk of injury to themselves
- b) Has caused or is likely to cause injury to another pupil (fighting) or member of staff (attacking).
- c) At risk of significant deliberate damage to property
- d) Behaving in a way that is compromising good order and discipline
- e) At risk of causing injury through rough play or misuse of materials or objects
- f) Absconding from class/school
- g) Persistently refusing to leave a classroom/teaching area
- h) Seriously disrupting a lesson

Parent/class helpers are made aware of restraint procedures but unless they are working away from the class teacher (e.g. in the grounds) should not intervene physically except where the pupil is seriously at risk of endangering themselves or others. If a pupil working with a helper demonstrates unruly behaviour the class teacher should be told immediately and the child returned to class.

Physical intervention may involve: holding, pushing, pulling, shepherding with hand in centre of child's back and in extreme cases more restrictive holds. It would never involve: slapping, pinching, kicking, twisting or forcing limbs, tripping up, holding or pulling hair or ear, holding face to ground or holding around the neck. Staff must avoid touching or holding a pupil in a way that might be considered indecent.

Any incident where restraint is used should be recorded on an approved incident form, see Appendix 1, within 24 hours of the incident.

Conclusion

We recognise that good behaviour and courtesy contribute to the quality of the relationships between all members of the school's community. The caring community provides the secure environment in which our children can flourish and grow. Good behaviour is an essential part of this caring.

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Appendix 1

Record of use of restraint / physical intervention

Name of child:

Names of members of staff:

Names of other staff present / involved:

Location:

Date:

Time:

Details of incident:

Parents informed: Date: _____

Outcome:

Signed:

Date:

Copy to be given to Head Teacher.