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'Learning, caring, sharing and growing together'

At Bridlewood Primary School, we aim for every member of our school community to feel valued and that each person is treated fairly in a happy, calm and caring environment, which allows everyone to work together in an effective and considerate way.

The school has three core values which underpin the way we expect everyone in our community to behave: honesty, respect and responsibility.

Behaviour principles:

- 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 kindness and 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. Behaviour caused by underlying difficulties will be managed in different ways if children have extra needs, but all children need boundaries. A positive approach to behaviour is more effective than a negative, confrontational one. Expectations and boundaries should be 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).

Rewards

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

Smile
Verbal praise ('well done')
Thumbs-up
Applause
Stickers
Written comments on work
Team points

In the foundation stage and key stage 1, the children begin each day on the 'sun' and in addition to the above can be rewarded by moving their name to the 'rainbow'.

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Team points are collected and counted each week and a weekly winner announced in assembly. There is also a termly cup and a reward treat for the team with the highest number of team points.

'Golden Time' is also earned each week and takes place for 20 minutes as a reward for the children in each class.

Each class also chooses a 'star of the day' whose picture is displayed in the classroom window for everyone to see.

The school acknowledges all efforts and achievements of children, both in and out of school through certificates in celebration assembly and newsletters.

Bronze, then silver, gold and platinum behaviour award badges are also given to children who consistently demonstrate positive personal qualities and make good behaviour choices. (see appendix 1 for the criteria)

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 and awarded certificates for good manners.

Sanctions

To encourage the children in school to be honest, respectful and responsible and to ensure a safe, positive learning environment, the school employs the sanction: 'time out' (This can be in another class or at playtime/lunchtime/golden time, as appropriate). On most occasions, children will be given a verbal warning prior to a sanction and if 'time out' is needed, they will be asked to complete a reflection sheet linked to our core values to consider how their behaviour has impacted on themselves and others (see appendix 2 for 'Typical Behaviour Chart'). Children may also be asked to write a letter of apology, complete unfinished work or have unfinished work sent home to complete if appropriate.

In the foundation stage and key stage 1, children begin each day on the 'sun' and children will move their name to the 'white cloud' when given a verbal warning and then the 'thunder cloud' where they will receive a 'time out' sanction.

Parents will be informed daily of any sanctions that were needed by the class teacher. The headteacher will speak to parents where children persistently receive sanctions, to discuss an individual behaviour plan.

When dealing with all forms of inappropriate behaviour, staff embrace the three core values in school:

Honesty – we expect honesty from the children and teach them the importance of saying sorry and seeking forgiveness

Respect – dealt with calmly, fairly and firmly referring to what the action is and why the action is being taken

Responsibility – we encourage the children to take responsibility for their actions and to do their best to learn from their behaviour and make amends

Although persistent and serious behaviour needs recording, every child must feel that every day is a fresh start.

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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. We encourage pupils and parents to tell us if bullying is suspected. Further detail is set out in our Anti bullying policy and the child friendly version written by the school council.

We also expect children to embrace the core values at playtimes and lunchtimes. Children are encouraged to be responsible for their own behaviour by making appropriate choices. Support staff use the same 'Rewards' and 'Sanctions' used across the school during playtimes and lunchtimes including awarding team points.

Staff only intervene physically to restrain children if it is reasonable, proportionate and necessary and is in the best interests of that child or others around them or they are seriously damaging property. Some staff have been trained to carry out restraint using Team Teach strategies and it is only used as a last resort. De-escalation of a situation is always the first strategy. Pupils who pose a risk will have an individual positive handling plan and risk assessment. Further detail can be found in our policy on 'Positive Handling and the Use of Reasonable Force'.

Role of the Class Teacher

Good classroom management is the key to good behaviour. The provision of a high quality curriculum delivered through interesting and challenging activities promotes good behaviour.

The class teacher discusses the core values with their class. In addition each class also develops its own classroom charter which is agreed by the class members together and displayed.

It is the responsibility of the class teacher to ensure high expectations of behaviour and that their class behaves in a responsible manner during lesson time and around school. This is undertaken in an atmosphere of positive praise.

Staff expect children to line up and walk around school calmly, showing respect and good manners which maintains our happy positive environment.

Staff treat each child fairly and follow the school sanctions consistently.

Class teachers teach the values, attitudes, knowledge and skills in order to promote responsible behaviour, self discipline and respect for self, others and the world around us throughout the curriculum and particularly through circle time, PSHE Jigsaw activities and during assemblies.

The class teacher liaises with the SENCo and 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 local authority behaviour support service, Educational Psychologist, PSA (parent support advisor) or TaMHs (targeted mental health service) or use the schools' own counsellors. Behaviour targets may be set on a Behaviour plan and individual target cards/charts used to reward positive behaviour on an individual basis.

The class teacher will speak to a parent if there are concerns about the behaviour or welfare of a child. If a child receives a sanction, parents will be informed as a matter of course. The headteacher will also speak to parents if sanctions are given persistently to a child or where there have been more serious incidents.

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Role of the Headteacher

It is the responsibility of the headteacher to implement the school 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 the children in the school.

The headteacher supports staff with implementing the policy and by setting the standards of behaviour.

The headteacher records and monitors any incidents requiring a sanction as well as more serious incidents of misbehaviour including 'internal exclusions' where a child works within school but in an alternative location separate from other children for part of/a day.

The headteacher also has the responsibility for issuing fixed-term (external) exclusions 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 (**see below**).

Role of Parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school including during community gatherings in school such as assemblies and productions. We have a core value focus each term and share this with parents through the school literature.

We explain the school rewards and sanctions through our school literature, during class meetings at the beginning of the school year and this policy is also available on the website. We expect parents to read these and support us in implementing them. The partnership between school and parents works in an environment of mutual respect and honesty and it is especially important when an issue arises that both sides seek to resolve it cooperatively. The governing body has a duty of care which encompasses the safety, wellbeing of the whole school community, staff and pupils. All approaches should be constructive and non-aggressive.

We expect parents to support their child's learning and behaviour and to cooperate with the school as set out in the home school agreement. We try to build a supportive dialogue between home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

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. If there is still a concern, parents should contact the school governors through the chair of governors (Please see our complaints policy and procedure which is also available on the school website).

Role of the 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 head teacher in carrying out these guidelines and may give advice to the Headteacher about particular disciplinary issues.

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Fixed Term and Permanent Exclusions

Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. This will be done in response to serious breaches of a school's discipline policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the 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 works within the bounds of the local authority exclusion policy at this point and will call in outside agency support in order to re-integrate the child if appropriate. The headteacher informs the local authority and the governing body of both fixed term and permanent exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has an appeals panel which is made up of between three and six members. This committee considers any exclusion appeals on behalf of the governing body.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and the local authority and consider whether the pupil should be reinstated.

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 school keeps records of incidents of misbehaviour. The headteacher also records incidents of a more serious nature. These are monitored termly and reported to the governors.

The headteacher keeps a record of any pupil 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 exclusions and to ensure that the school policy is applied fairly and consistently.

Review

This policy is reviewed annually according to the school's policy review cycle. The policy may however be reviewed earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Please also refer to the school's Anti bullying, Equality and Complaints policies.

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Appendix 1: Behaviour Award Criteria

How Can You Earn a Behaviour Award?

Bronze Award



You can earn a bronze award from year 1 onwards. Make sure you:

- ✓ Stay on the sun and receive no 'time outs' for at least 4 terms.
- ✓ Follow instructions as soon as you are given them.
- ✓ Always complete homework on time.
- ✓ Behave well at lunch times, break times and assemblies.
- ✓ Try to not get warnings in lessons.
- ✓ Always take care with your work.
- ✓ Speak kindly and respectfully to others.
- ✓ Always be ready to learn.

Silver Award



You can earn a silver award from year 3 onwards. Make sure you:

- ✓ Continue all of the steps listed above.
- ✓ Receive no 'time outs' for at least a year.

Gold Award



You can earn a gold award from year 5 onwards. Make sure you:

- ✓ Continue all of the steps listed above.
- ✓ Never receive 'time outs'.
- ✓ Set an example for the younger children to follow.

Platinum Award



You can only earn a platinum award in year 6. This award is very special. It is a reward from the adults at Bridlewood that is given if you always show your best behaviour.

Appendix 2: Typical Behaviour Chart

Rewards: smile, thumbs up, praise, stickers, team points, certificates, star of the day, golden time, lunchtime award, name on the rainbow, bronze/silver/gold/platinum behaviour star.

Sanctions: Time out (in another class or at playtime/lunchtime/golden time) Letter of apology and completing unfinished work as appropriate

In severe cases an internal exclusion or external exclusion will be applied.

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A reflection sheet will also be completed if a sanction is needed linked to our core values to consider how their behaviour has impacted on themselves and others.

Behaviour Category	Reward	Sanction (A warning will usually be given first depending on the severity)
Teaching and Learning	<ul style="list-style-type: none"> - consistently listens intently and pays attention to others - consistently follows directions from staff - gives their very best effort to complete work in a conscientious manner - consistently contributes to their own learning and the learning of others - achieves well 	<ul style="list-style-type: none"> - deliberately disrupts activities e.g. walking away, wandering around - not following instructions - not communicating appropriately e.g. making inappropriate noises, calling out - uncooperative behaviour in group activities - limited effort to complete work - deliberate avoidance of work - repeatedly handing in homework late
Verbal	<ul style="list-style-type: none"> - consistently appropriate and respectful conversation - responding in a polite and meaningful way to others - sets an excellent example to other (younger) pupils 	<ul style="list-style-type: none"> - name-calling - rudeness/lack of manners - verbal threats or aggression to others - use of inappropriate language e.g. swearing - verbal bullying
Physical	<ul style="list-style-type: none"> - consistently respectful of others' physical space - holding doors for others without prompt - resisting temptation to retaliate 	<ul style="list-style-type: none"> - involvement in physical conflict e.g. pushing, intimidation, instigation and retaliation - deliberate punching, kicking, biting or throwing objects - physical bullying
Damage	<ul style="list-style-type: none"> - consistently respectful of others' property - discourages others'/responds appropriately when others cause damage 	<ul style="list-style-type: none"> - repeated thoughtless or careless abuse of school equipment - repeated thoughtless or careless abuse of other's work or belongings - deliberate damage of school or others' equipment or belongings