



Behaviour Policy

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Approval Level	Full Governing Body
Signed by	Nicola Waters, Chair of Governors
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Introduction

The Behaviour Policy promotes good behaviour and discipline amongst pupils. This policy recognises that behaviour is a complex issue and that children exhibit a range of behaviours for a variety of reasons. The guiding principle is that children behave well when they are taught well and feel cared for but it is recognised that there are some occasions when children exhibit a range of behaviours for a range of reasons.

Principles

- A commitment to an ethos of mutual care, respect and co-operation is expected. It is expected that everyone will act with courtesy and consideration for others at all times.
- To develop a sense of self respect and self discipline in the individual pupil.
- The right of everyone to **learn without disruption** or threats from anyone. The school expects pupils to come each day prepared to learn.
- The school seeks to operate a behaviour policy in partnership with parents/carers, governors, the local community and pupils.
- All members of the school community are expected to care for the environment.

Aims

- To ensure that all staff, governors, parents/carers and pupils are aware of the school's expectations in terms of behaviour, to maintain high standards and to work together to uphold these expectations.
- To encourage and support staff in their work helping pupils to achieve a state of self respect and self discipline, and to show respect to others
- To ensure that pupils who exhibit emotional and behavioural difficulties are recognised as having a special educational need are supported through the Code of Practice.

School Rules

- Children shall arrive wearing the prescribed school uniform and looking smart for the day ahead
- Make-up, nail varnish, jewellery and items that are not uniform may not be worn to school
- All members of the school community, children and adults, will behave politely and show good manners to all at all times
- Swearing and bad language towards other children or staff is completely unacceptable and will receive a punishment
- Any form of bullying or violence towards any member of the school community is unacceptable and will be confronted
- Children are mindful of the safety of others and take care at all times. Running in school is prohibited

Learning, Growing and Achieving Excellence Together

- Children take care of the resources including all parts of the school environment. Any wilful damage will receive a punishment and may result in a request for payment being presented to the parents.
- Each year the children discuss these school rules and display them in their classroom in their own chosen form

Practice

- All pupils are encouraged to feel part of the school community. They should participate in consultation, decision-making and in projects to improve school life through the School Council. They should be encouraged to promote good behaviour in their peers and to challenge behaviour that has been deemed unacceptable to the school community.
- All pupils respond to praise and reward. Good work, effort and behaviour will be recognised in a variety of ways.
- Good behaviour is recognised and encouraged by praise and rewards both in the classroom and around the school. The children are aware of the rules which they discuss with their teachers and **which are displayed in their classroom**. They are encouraged to make correct choices in their behaviour.
- High expectations of behaviour, academic effort and achievement are made explicit and consistently reinforced by all members of staff.
- Staff will create a positive classroom with positive behaviour and language
- Staff will consistently use agreed sanctions when standards fall below acceptable levels; clear and immediate action will be taken by staff in cases of bullying and intimidation.
- The rules, and sanctions for misbehaviour, are applied consistently and fairly by **all staff**.
- The school has defined bullying as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (see Anti-Bullying Policy)*. We view any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take whatever action is found to be necessary. Through Assemblies, Circle Time, our RHE programme and our School Council, pupils are encouraged to report any bullying that they suffer personally, or witness, to any adult whom they trust.
- Lesson planning will take into account differentiation and children's interests so that poor behaviour is not encouraged by an inability to access the curriculum.

Reward System

- **Praise** is the most important reward a child can receive
- **Merits** will be awarded to individual pupils for excellent work/progress/effort in their work. A sticker may be given to accompany the merit so the child can celebrate their achievement. Merits given will be recorded by the class teacher. When a certain number of merits is achieved the child will receive a certificate and badge in Monday assembly:

10 merits	Bronze
20 merits	Silver
30 merits	Gold
50 merits	Diamond
100 merits	Platinum

Each child will have a merit card/book to record their achievements. Merits will not be displayed on a chart in the classroom. Merits awards will be recorded on SIMS, our behaviour management system

- All staff will strive to be fair in ensuring that children receive merits fairly and consistently. It is expected that most children would receive their bronze certificates in the autumn term, their silver in the spring term and their gold in the summer.

- **House Points** are awarded for behaviour that reflects our values and for rewarding good behaviour in all of our children; kindness, helpfulness, being a good friend etc. House points are given verbally and liberally, and each child will add any house points they receive to the class tally system. On Fridays, the House points are collected by Year 6 monitors and the House Cup will be awarded in Monday's assembly to the house with the most points
- Achievement in work, behaviour, use of Values in school or activities outside school will be celebrated in the **Good Book**, and shared in whole-school assemblies on Mondays
- '**Pasta Jars**' (pasta, marbles, bricks in a jar) may be used to develop positive classroom environments with children working together for the common good. Rewards for achieving the class target should be no longer than half-termly and include an agreed activity chosen by the class i.e. an educational video, lunch in class/ on the field. It is expected that every class will use this system and not introduce other approaches such as table points
- **Sweets will not be used as any kind of reward**
- **Rewards may never be removed.** If a child misbehaves, the appropriate sanctions should be used

Sanctions

These steps provide a clear structure for dealing with inappropriate behaviour and should be followed on all occasions unless there are reasonable grounds for acting otherwise. If the level of inappropriate behaviour is of such a significantly disruptive level that it inhibits the learning of others, removal from class (to the year team leader) should be the immediate action. The sanctions will then proceed from Step 4. Incidents such as those described in Step 9 should be reported to the Headteacher or Deputy Headteacher immediately.

Step 1: A **non-verbal warning** is appropriate for low-level disturbance: making eye contact so the child knows you are aware

Step 2: A **verbal warning** should be given, making clear the behaviour that should stop and the behaviour that is expected. It is more effective to do this quietly on a one-to-one basis rather than in front of the whole class

Step 3: The child should be **repositioned in the classroom**: moved to sit on their own where possible. On the playground, children will be asked to spend a short period of time walking beside, or holding the hand of, an adult

Step 4: The child should be **kept in, for no more than 15 minutes, at playtime or lunchtime** if they continue to cause a disruption in class (either their own or the partner class). This should be **supervised by the child's class teacher in a classroom**. The child should complete work they have not completed in the lesson. **The class teacher should inform parents**. Any significant issues arising from these discussions must be reported to the Inclusion Leader. **Log to be completed on SIMS**

Step 5: The child should be **sent, with work, to a partner classroom** for the rest of the session: this should only be done as a last resort to calm the situation and allow resolution. It should not be used as a regular sanction. Parents must be informed. **Log to be completed on SIMS**

Step 6: Involve Year Leader, Assistant Head, Deputy Head and Head Teacher in that order. Any act of criminality or violence to children or staff should be reported immediately to the DHT or HT. **Log to be completed on SIMS**. Parents will be involved

from this step onwards.

Step 7: Negotiate behaviour contract/nature of concern/pastoral support programme and recovery programme as appropriate to the child and the circumstances of the behaviour. **Log to be completed on SIMS**

Step 8: Outside agencies may become involved: Police, Youth Offending Team, Inclusion Team (following advice from Inclusion Leader)

Step 9: Exclusion – fixed term or permanent

It is the school's hope that exclusion will be a very rare final sanction, when all other routes towards improved behaviour have failed. However, in extreme circumstances it might need to be invoked early. It would normally only be required if a child had shown gross disregard for the school rules and/or

- committed an offence outside the law
- put others (pupils or staff) at risk, including physical assault
- seriously affected the education of others
- malicious allegations against staff

The guidance set out in DfE's guidance 'Exclusion' will be followed, and that document therefore constitutes a part of the school's Behaviour Policy. The Headteacher will record this on SIMS as well as with the LA

Teachers' Powers to implement sanctions

Teachers have the power to intervene in the following ways. At BPS it is rare that these are implemented but can be at anytime by any paid member of staff. However 'restraint' should only be carried out by a Team Teach member of staff wherever possible. 'Reasonable force' should be used if the child is at risk whilst getting a trained member of staff to the incident.

1) Confiscation of inappropriate items

- A member of staff may search any pupil suspected of bringing any illegal item or any item likely to do harm into school. Such items would include weapons/knives, alcohol/drugs/cigarettes, stolen items, fireworks, pornography. Telephones and phone cameras are also not allowed in school – these should be kept at the school office. Children are NOT allowed to take photos on such items in school
- Members of staff should not search a pupil on their own. It is best practice to ask to be accompanied by the Headteacher or Deputy Headteacher.
- Any illegal items or weapons will be reported to the police
- The child does not have to agree to the search for it to be carried out

The DfE Guidance 'Screening, Searching and Confiscation' (January 2018) will be followed and that document constitutes part of the school's Behaviour Policy.

2) Use of Reasonable Force

Teachers can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit
- Prevent a child from leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through a physical outburst
- All incidents of the use of reasonable force will be logged and parents would be informed

The DfE Guidance 'Use of Reasonable Force' July 2013 will be followed and that document constitutes part of the School's Behaviour Policy

3) **Teachers have the power to discipline any pupils outside of school** for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some way identifiable as a pupil at the school
- Misbehaving in a way that could have repercussions for the school
- Behaving in a way that poses a threat to another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the school

In any such case the Headteacher or Deputy Headteacher will make a decision regarding the behaviour and any sanction to be applied

4) Detention

We do not use after-school detention at BPS. However children may be kept in at break time or lunchtime as a punishment or to complete school work not completed due to a lack of effort or poor behaviour.

5) Dealing with false allegations against staff

- Any member of staff following the guidance will be protected by allegations of misconduct
- Allegations of misconduct will not result in immediate suspension for any member of staff if this guidance has been followed or if the allegation is shown to be demonstrably false

Any such allegations would always be dealt with in line with the DfE 'Dealing with allegations of abuse against teachers and other staff'.

Behaviour Logs

All behaviour from Step 4 onwards **must be logged** on SIMS, our Behaviour Management System. Children display negative behaviour for a range of reasons and accurate records are needed to ensure the correct advice is received and interventions planned (SEND Code of Practice). The use of behaviour charts is prohibited unless sanctioned by the Inclusion Leader to meet an IEP need. These shall be kept out of public view e.g. the child's drawer.

Persistent inappropriate behaviour may require medium or long term intervention with specific targets set from the SEAL curriculum. This should be discussed with the Inclusion Leader who can arrange assessment and monitoring. Such behaviour will have already been logged and shared with the Inclusion Leader

At Billingshurst Primary school we take full responsibility for the right of each child to learn and be happy. We know that the quality of our work has a direct impact on behaviour and will constantly strive to ensure our teaching is at least good. By valuing each individual, without discrimination or judgement about academic ability, family or social background, sexuality, religion, race or personality we will meet our aims, make our values visible and do the job we are here to do: the very best for each child

Monitoring and Evaluation

The impact of the policy will be discussed termly at Leadership Team meetings. The policy will be evaluated annually in conjunction with the Teaching for Learning policy.

Appendix 1: additional guidance for all staff

Also remember:

- To get to know your children – have fun, enjoy their company, get to know their likes and dislikes: form a relationship (star of the week is a good way to do this).
- To avoid use of sarcasm with children.
- Be positive in language choices 'do...' not 'don't...' e.g. 'please walk' rather than 'don't run'.
- To avoid raising your voice – use sparingly and in emergencies only e.g. when the safety of a child is at risk.
- Negative staffroom chat about individual children or staff is not acceptable and will not be tolerated.
- Be consistent and fair to all: children harbour injustice if they feel it isn't fair. Listen to both sides in a dispute and take time to make your judgement.
- Do not keep children behind after school.
- Sanctions should be applied to the individuals responsible not the whole class or group.
- Avoid long term punishments that are excessive and unsustainable (no playtimes for a month etc!).
- Be aware of unintentional discrimination.
- Moaning about your class's behaviour is a reflection on you not them!
- Remember to reward the quiet ones who always work hard: praise them!!
- Avoid inappropriate/discriminatory/sexist/homophobic/racist comments to children. Any substantiated use of these will result in an immediate disciplinary against you.
- Do not punish to humiliate – do not force apologies in front of the class or back them into a corner – in a confrontation you will come out worse.
- Take responsibility for the behaviour of the children in your class and be pro-active in solving it. You are the teacher and know the children best – if you can't solve it seek advice but do not use Senior Leadership as an escape route.
- Do not stand children in corridors as a punishment, whether in lesson time or playtime.
- Good teaching = good behaviour.
- If children are misbehaving look to yourself first...and remember it's not personal.
- Catch them being good.
- Look at our values and reflect them – at all times.
- Don't struggle on or be embarrassed to ask for support from colleagues.

Advice, support and appropriate background reading is also available from the Inclusion Leader