

# **Bader Primary School**

## **Behaviour Policy**

### **Statement of ethos and values**

At Bader Primary School we believe that all members of our school community have a responsibility towards the creation of a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

We acknowledge the importance of social interaction in the development of emotional regulation and in the development of the sense of self. We recognise that self-esteem levels – how a child feels about themselves – affects friendships, their approach to the new and unknown, and their approach to learning. This is recognised within the body of the school curriculum in general but in particular within the Speaking and Listening, PSHE and Citizenship strands.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of negative behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and, in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members. This policy is designed to provide staff members, parents and pupils with clear guidance as to our expectations of pupil behaviour, how members of staff promote these expectations, the rewards pupils will receive when they behave well and the sanctions that will be applied in the event of negative behaviour.

### **Values & Principles**

1. We value all the children in our school equally;
2. We aim to create a positive climate with realistic expectations;
3. We emphasise the value of being valued as an individual within the group;

4. We promote, through example, honesty and courtesy;
5. We provide a caring, effective learning environment;
6. We encourage relationships based on kindness, respect and understanding of the needs of others;
7. We ensure fair treatment for all, regardless of age, gender, race, ability and disability; and
8. We reward good behaviour rather than merely deterring poor behaviour.

## **Expectations**

We set the following high expectations of pupil behaviour;

1. Pupils will treat all members of our school community with respect and kindness;
2. Pupils will adhere to class rules when working in the classroom;
3. Pupils will adhere to playground rules when playing outside;
4. Pupils will walk along corridors and respect that other classes will be working by walking around school quietly;
5. Pupils will walk in the dinner hall, ensuring their chairs are stored safely and that they take their turn in the queue;
6. Pupils will enter the hall for assembly in a calm, quiet manner;
7. Pupils will listen carefully when they are being spoken to, including during assembly.
8. Pupils will maintain the same high standards of behaviour in after school clubs as they do in school time.
9. Pupils will appreciate that they are representing the school when taking part in excursions and residential, maintaining an exemplary standard of behaviour throughout.

## **Roles & Responsibilities**

During their time at Bader Primary School, pupils are taught to take responsibility for their actions and behaviour. They are supported in meeting our high expectations by receiving support and guidance from all staff members;

Headteacher

- Lead the development of a positive climate in which successes and achievements are celebrated;
- Establish what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of high level behaviour and any behaviour referrals from class teachers;
- Apply fixed term and permanent exclusions when necessary;

#### Teachers

- Collaborate with pupils to develop an agreed set of class rules;
- Teach and model positive communication and conflict resolution strategies;
- Maintain a working atmosphere within the classroom with an appropriate level of noise for the activity.
- Ensure that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- Monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed sanction(s) in the event of negative behaviour, ensuring that the reasons for the sanction(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to KS leader/headteacher in the event of persistent high level behaviours;
- Communicate effectively and promptly with parents.

#### Teaching Assistants

- Model positive communication and conflict resolution strategies;
- Support the teacher in ensuring that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- If present, monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;

- Apply the agreed sanction(s) in the event of negative behaviour, ensuring that the reasons for the sanction(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to the class teacher in the event of medium and/or high level behaviours;
- In the event of teacher absence, communicate effectively and promptly with parents.

#### Lunchtime Supervisors

- Model positive communication and conflict resolution strategies;
- Monitor pupils as they line up for lunch, walk through school to the dining hall, move around in the dining hall and sit at their tables;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed sanction(s) in the event of negative behaviour, ensuring that the reasons for the sanction(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems;
- Refer to the teacher on duty in the event of medium and/or high level behaviours.

#### Parents

- Sign, return and support the home/school agreement;
- Communicate concerns to appropriate members of staff;
- Support the school rules with regard to arriving and leaving school;
- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses etc which will address any negative behaviour.

#### Pupils

- Work hard to meet the school's expectations of behaviour;
- Accept responsibility for their behaviour and their choices;
- Support the school rules with regard to arriving and leaving school;
- Respect the thoughts and feelings of all members of our school community

## Rewards

Pupils are rewarded for good behaviour in the following ways:

- Children can earn 'behaviour' points by following class rules or meeting the expectations set out above. These points are recorded on a 'behaviour' chart which is displayed in each classroom. The child with the most points at the end of each week is announced as the 'best behaved' pupil that week;
- Lunchtime supervisors are provided with 'behaviour' point cards, which they can hand out during lunchtime for good behaviour. These cards are then handed in to class teachers during afternoon registration and then added to the class 'behaviour' chart.
- Each week, the 3 pupils with the most 'behaviour' points in each class are entered into the weekly 'behaviour' draw, which is drawn during celebration assembly every Friday. The winner receives a prize.
- At the end of each term, the total number of 'behaviour' points for each pupil is calculated and the 10 pupils in school with the most points are announced as the 'top 10' pupils for behaviour. Their names are listed in the end of term newsletter and they take part in a trip (e.g. cinema, bowling etc);
- When praising good behaviour, all staff members are specific (e.g. I really liked the way you walked sensibly to line up for dinner).

## Negative Behaviour

There are many types of negative behaviour and, in order to assist members of staff in dealing with each incident in the most appropriate way, pupil behaviour is classified in the table below. This list is not exhaustive but provides staff members with an indication of the severity of different behaviours.

<b>Low Level Behaviours</b>	<b>Medium Level Behaviours</b>	<b>High Level Behaviours</b>
Chatting to classmates during lesson input, quiet worktime, assembly etc...	Ignoring a staff member's request.	Persistent refusal to comply with a staff member's request.
Touching/playing with equipment at an inappropriate time.	Hitting/pushing another pupil in response to being hit/pushed first.	Violence towards a staff member.
Moving round the	Calling another	Verbally abusing a

classroom at an inappropriate time.	pupil names/shouting at another pupil etc in response to provocation.	member of staff.
Pushing in front of peers when lining up.	Disrupting a lesson to the extent that others cannot work.	Swearing.
Running in school.	Disrupting a game so that others cannot continue playing.	Unprovoked violence towards another pupil.
Taking equipment from another pupil.	Deliberately misusing classroom equipment.	Destruction of school property or damage to school property.
Calling another pupil a name.	Persistent misuse of playground equipment.	Destruction of a pupil's property.
	Persistent breach of playground rules.	Refusal to remove themselves to another classroom at a staff member's request.
	Not engaging with staff member's attempts to resolve a problem/argument between pupils.	Using racist language.

## Sanctions

If a child displays low level behaviour, the following steps should be taken:

1. The pupil is given an opportunity to stop the behaviour with no consequences.
2. If the behaviour persists, the pupil is given a warning that any further persistence will result in the loss of 5 minutes of playtime.
3. Loss of playtime in 5 minute sections (the pupil is then able to earn these 5 minute sections back with good behaviour).
4. If a pupil loses all 15 minutes of playtime and the low level behaviour persists, they will be removed to another classroom (see list of removal

rooms below) for the remainder of the lesson and will miss the subsequent playtime.

5. If a pupil loses 3 playtimes in one week, the class teacher will inform the parent in writing.
6. If a pupil receives 3 letters home in a half term, the class teacher will hold a meeting with the parent, a behaviour plan will be devised, a home/school behaviour book will be introduced and a behaviour target set.

If a child displays medium level behaviour, the following steps should be taken:

1. In the event of all medium level behaviour other than hitting/pushing another pupil in response to being hit/pushed first, the pupil is given an opportunity to stop the behaviour with no consequences.
2. Any repeat of the medium level behaviour in the classroom will result in the pupil being removed to another classroom (see list of removal rooms below) for the remainder of the lesson and they will miss the subsequent playtime.
3. Any repeat of the medium level behaviour on the playground will result in the pupil being removed from the playground to Mrs Jatwa's classroom for the remainder of playtime and they will also miss the subsequent playtime.
4. If a pupil loses 3 playtimes in one week, the class teacher will inform the parent in writing.
5. If a pupil receives 3 letters home in a half term, the class teacher will hold a meeting with the parent, a home/school behaviour book will be introduced, a behaviour plan will be devised and a behaviour target set. If the letters are as a result of behaviour incidents occurring at lunchtime, a lunchtime exclusion will be applied for a fixed term of 5 days.
6. In the event of hitting/pushing another pupil in response to being hit/pushed first or calling another pupil names/shouting at another pupil etc in response to provocation, all pupils involved should be given an opportunity to calm down and then discuss the situation with an appropriate adult. Depending on the severity of the incident, the instigator of the situation will either be expected to apologise and cease all provocation OR begin at step 4 of the 'medium level behaviour' sanctions OR begin at step 3 of the 'high level behaviour' sanctions. Other children involved should be reminded of the necessity of reporting incidents to a member of staff instead of retaliating. If a pupil persistently responds inappropriately to provocation they will begin at step 4 of the 'medium level behaviour' sanctions.

If a child displays high level behaviour, the following steps should be taken:

1. The pupil should be immediately escorted to the headteacher’s office/DHT by a member of staff. If a child refuses to comply with this request, the staff member should send for the headteacher/DHT.
2. The pupil should be given an opportunity to calm down.
3. The headteacher will discuss the incident with the pupil, explaining clearly which behaviour has resulted in their placement in the remove room OR a fixed term exclusion (see Exclusion Policy).
4. The pupil will then work in the remove room for a fixed period of time (The period of time will be determined by the headteacher after discussion with the pupil and class teacher) OR the pupil’s parent/carer will be called to come and collect the pupil.
5. If a pupil is to work in the remove room, the pupil’s parent/carer will be informed by telephone.
7. If a child works in the remove room on 3 or more occasions in a half term, the class teacher will hold a meeting with the parent, a home/school behaviour book will be introduced, a behaviour plan will be devised and a behaviour target set.
8. If a pupil is sent to the remove room on 5 or more occasions in a half term and the work in the remove room is as a result of behaviour incidents occurring at lunchtime, a lunchtime exclusion will be applied for a fixed term of 5 days.

N.B. In the event of persistent medium or high level behaviours, a teacher can also remove the privilege of representing the school in activities or attending after school clubs for a fixed period of time. The decision to apply this sanction can be made at the discretion of a teacher.

### **Internal Exclusion**

If a pupil needs to be removed to another classroom in school, the following locations should be used:

<b>Year Group</b>	<b>Year Group To Be Sent To</b>
Y1	Y4
Y2	Y3
Y3	Y6
Y4	Y5
Y5	Y1
Y6	Y2

## **Guidance for Staff Members**

### **Approaching a distressed/angry pupil**

If it is obvious that a pupil is extremely distressed/angry, no problem can be resolved while they are in this state so the first priority of all staff members should be to assist the pupil in calming down. The staff member should approach the pupil calmly, with arms by their side and palms facing forward. A quiet, gentle tone of voice should be used, and the staff member should give reassurance that the problem can be sorted, that the staff member is there to help and they should provide clear instructions as to where they can go to in school to calm down. The pupil should be taken to an empty classroom and given some time to compose themselves. Only when a pupil is fully calm should the staff member attempt to resolve the situation. If a pupil refuses to follow the instructions as to where to move to, the staff member should implement the guidance in the school's Positive Handling Policy.

### **Refusal to comply with a request**

If a pupil refuses to comply with an initial request, they should always be given 2 or 3 further opportunities. When giving a 2<sup>nd</sup> or 3<sup>rd</sup> request to a pupil, it should be done using a calm, controlled voice, the instructions should be very clear and the consequences of the refusal should be explained (e.g. I would like you to follow me into the classroom so that we can discuss what has happened. You have 2 minutes to do that. If you are not in the classroom in 2 minutes, Mr Feasey (in his absence, Mrs Jatwa) will be sent for and you will be spending the rest of the morning/afternoon working in the remove room as well as losing your next playtime). After delivering the request, the pupil should be told they have a fixed time (at the teacher's discretion) to reconsider and follow the request. If the pupil complies within the time limit, no further sanction for **refusing a request** need be applied but the teacher should still apply any sanction for behaviour which occurred prior to the refusal. If the pupil continues to refuse, the staff member should send for the headteacher/DHT.

### **Dealing with violent incidents**

Pupils involved in violent incidents should be separated and sent to different locations in school immediately. If a pupil persists in violent behaviour when asked to stop, staff members should implement the guidance in the Positive Handling Policy. Pupils should be given time to calm down before the staff member begins investigating the incident. When discussing the incident with pupils, the staff member should remain calm and use a controlled voice at all times. After investigation, the teacher should decide on the appropriate next step/sanction and explain it fully to the pupils involved. The steps outlined above should be followed.

## **Supporting colleagues**

In order that all staff members feel empowered to deal with pupil behaviour in school, they should initially deal with incidents of negative behaviour independently. All pupils are aware that every member of staff has the same expectations of their behaviour and that they should respond accordingly. However, pupils sometimes respond to colleagues who have less contact with them (TAs and teachers working in alternate key stages or classes, lunchtime supervisors etc) differently and colleagues should be prepared to support them in these circumstances. Any intervention should not be seen to undermine the member of staff being supported and steps taken should adhere to the contents of this policy.

## **Record Keeping**

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child should be registered for SEND and the child's parents should be made aware of all concerns and their child's needs.

School will record the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents, thus:

- An Individual Behaviour Plan will be written in collaboration with parents and signed by the class teacher, parent and pupil. A copy of this document will be kept in the child's SEND file. All staff members will be directed to read the document to ensure consistency in approach.
- Where necessary, a positive handling plan will be written, shared with parents and pupil and signed by class teacher, parent and pupil. A copy of this document will be kept in the child's SEND file. All staff members will be directed to read the document to ensure consistency in approach.
- Records of school and external provision will be entered on the child's individual provision map.
- A behaviour journal will be created and maintained, for the recording of specific incidents and of progress. If a behaviour journal entry represents an account of a particular incident, that entry should include: a factual account of what has happened, including actions taken and, if appropriate, articulated perspectives of those involved. They needn't be lengthy but should cover such elements. They shouldn't be coloured in any way by personal feelings. The recorder should note on each entry the severity of each incident (HL, ML, LL).
- All documentation relevant to 1. referrals made to support agencies, and 2. assessments and recommendations received from outside agencies will be kept in the child's SEND file.

- Records of consultations had with parents, updates on progress and specific incidents will be recorded on the child’s individual behaviour journal.

Approved by Governors on

Signed Head teacher .....

(Mr S Feasey)

Signed Chair of Governors .....

(Mr D Griffiths)