

School Behaviour Policy



Bishop Road Primary School

Adopted by: Full Governing Body

Adopted on: July 2020

Review date: July 2022

This policy has been written with consideration of with the following school policies:

- School Equalities Plan, Anti- Bullying Policy, Positive Handling, SEND, Exclusion

Aim

We are a caring community, with values built on respect, compassion and cooperation. The school behaviour policy is designed to promote an environment where everyone feels happy, safe and secure. We have a number of rules, although the aim of the behaviour policy is not a system to enforce rules but a means of promoting good relationships, so that all can work together with the common purpose of helping everyone to learn. We believe that the most effective way of achieving our aim is to praise and encourage positive behaviour.

Guidelines

1. Everyone will be aware of the school rules and how to implement them.
2. All children will be taught what is good and unacceptable behaviour through PHSE/extended writing opportunities and assemblies and will be made aware of the consequences of breaking school rules.
3. Examples of good behaviour will be praised in class. Certificates will be awarded during achievement assemblies.
4. All staff will communicate any serious concerns about behaviour with the Head of Year/Senior Leader and parents/carers on the same day wherever possible.
5. Thinking time/time out may be used for children to reflect on their behaviour if they have broken school rules (this will be supervised).
6. Some children may require a flexible individualised approach which may fall outside the main behaviour policy. In these instances, an individual behaviour plan will be created; best practice would involve parents/carers, children and other agencies as appropriate.
7. Incidents of bullying will be dealt with in accordance with the schools Anti- Bullying Policy.
8. Racial and homophobic incidents will be reported according to LA guidelines
9. In severe cases of inappropriate behaviour, the DfE exclusion guidance will be enforced.
10. School has powers to use appropriate sanctions ensuring they are reasonable and proportionate to circumstances taking due account of age, the SEN Code of Practice and the Disability and Discrimination Act.
11. Behaviour patterns will be monitored and analysed to ensure equitable and fair enforcement of the policy.

Roles and responsibilities

Staff

1. All staff will take responsibility for promoting and maintaining good behaviour for all pupils in and around the school.
2. All staff must be familiar with the Behaviour Policy and use the agreed rules, sanctions and rewards consistently, acting as role models for children.
3. Staff will have high expectations of good behaviour and respond promptly to all misbehaviour, informing first Heads of Year and then the Deputy Head Teacher of any serious or persistent concerns.
4. Staff will monitor and record serious or persistent incidents of misbehaviour and produce Individual Behaviour Plans for children who need specific support.
5. Staff will ensure good behaviour is maintained at all times, including when children are moving around the school and in the playgrounds.
6. Staff will communicate to parents and carers serious or persistent inappropriate behaviour.
7. Staff will listen to children, value their contributions and not pre-judge or make assumptions based on previous behaviour.

Head teacher

1. It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
2. The Head teacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
3. The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher will permanently exclude a child. At each stage of exclusion the Head teacher will inform the school governors.

Governors

1. 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 adhering to these guidelines.

Parents

1. To support and co-operate with the school in ensuring high standards of behaviour and fostering a good relationship between home and school.
2. To be aware of the school rules and expectations and support the school in implementing these.
3. To ensure that each child attends school daily, ready for learning and on time.
4. To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.

Encouraging positive behaviour

- Regular celebration assemblies with certificates for positive conduct and excellent effort.
- Special bronze, silver and gold awards in Year 6.
- 'Star Class' award for each building.
- Tiered behaviour charts in every classroom with the opportunity to move 'up' the chart for positive behaviours.
- Lunchtime star class awards for each year group on a weekly basis for conduct in the lunch hall and in the playground.
- Reward stickers from the Head teacher, Deputy Head teacher and Heads of Year.
- Personalised reward systems within classes.
- Attendance award in each year group.
- Heads of Year or Deputy Head teacher may place children on report for a fixed period of time. Children will have a report book which is contributed to by their class teacher, parents and a member of the SLT. This will be reviewed in consultation with parents at the end of the fixed period.

Behaviour for learning

Children at Bishop Road overwhelmingly respond positively to praise and high expectations. Where behaviour choices fall short of our expectations, children may need to be reminded of the school rules or sanctions may need to be applied. Guidance on behaviour for learning strategies is issued to teachers.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand or warning
- Sending the pupil out of the class and to another teacher in the year group
- Keeping the child in for part or all of their break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Placing the child on 'report'
- Fixed term exclusion
- Permanent exclusion

Staff will record and monitor serious or persistent misbehavior.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (September 2017) and the school will refer to this guidance in any decision to exclude a child from school. The procedures relating to fixed-term and permanent exclusions are contained in the Exclusions Policy.

The power to discipline beyond the school date

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the head teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police. The behaviour of a pupil outside school can be considered grounds for exclusion.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct.

Bullying

The school does not tolerate bullying in any form. Our approach to preventing and dealing with incidents of bullying is contained in the Anti-bullying Policy.

Positive Handling

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. Our approach to positive handling is contained in the Positive Handling Policy.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and the governing body every two years. At each review, the policy will be approved by the head teacher.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Bishop Road School Rules

- We are kind and polite
- We are helpful and honest
- We try our best
- We look after our school environment

COVID-19 Addendum

During this exceptional time where hygiene and social distancing is imperative, the most serious sanctions will be considered, if appropriate, in the event of any intentional spitting or coughing toward others as well as biting. Such incidents will be immediately reported to the Head of Year and parents will be contacted on the same day.

Appendices

Behaviour for Learning School Guidance

Positive Handling Policy

Written Statement of Behaviour Principles

Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Bishop Road School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Bishop Road School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head teacher has a duty to publish the statement on the school website.

The Head teacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school.
- Bishop Road is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see appropriate reward and incentive systems, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and school staff are expected to exercise discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children, with support offered as necessary.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.