



Behaviour Policy

This policy was ratified on: Summer 2018

Implemented on: Summer 2018

Review date: Summer 2020

Signed by the Headteacher:

Signed by the Chair of Governors:

Our Vision

Our School is dedicated to creating a happy, stimulating learning environment supported by the values of respect for one another and trust. We will ensure that everyone within our school feels safe, valued and is encouraged to develop emotionally and socially. We strive to equip children with the skills needed to be life-long learners as members of our local community within an ever changing world.

Our Aims

At Bassingbourn Community Primary School, we aim to:

- Value and appreciate one another irrespective of age, gender, sexual orientation, creed or race and to acknowledge that everyone has a part to play within our school community
- Have firm and consistent rules and values, allowing us all to have a clear view of what is acceptable and appropriate
- Ensure children are praised and encouraged and given opportunities to succeed
- Develop positive self-esteem and create an environment conducive to positive and supportive relationships
- Encourage children to become independent learners, confident individuals and responsible citizens

We flourish and grow in an atmosphere of praise and encouragement and develop pride in ourselves and our school. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply the standards and uphold them at all times. The standards are our School Rules. The School Rules have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

OUR SCHOOL RULES

Be thoughtful

Be Caring

Be Hard Working

Be a Good Friend

Be Helpful

Be Polite

Be Honest

Be a Good Listener

All of us have the responsibility to uphold and support these standards at **all** times. In this way the powerful influence of home and school working together will actively help and support our children. We acknowledge our legal duty under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

The benefits of good social behaviour

For the children:

- Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers
- They can work in a calm and quiet atmosphere, concentrating on their learning, free from disruption from others
- They learn to care for each other and the importance of friendship
- They learn self-respect, develop self-confidence and increase self-esteem
- They learn to always try their best in school and feel pride in their achievements
- They appreciate the importance of completing assigned work.

For the staff:

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from the worry of disruption

- Staff can spend more time with the children helping them to learn, rather than spending it sorting out behaviour problems
- There are fewer interruptions and more concentrated learning for all

For the parents:

- They can feel confident that their children are growing in a positive environment
- To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and can be supported and give support, as we are all working together
- To know their children will receive guidance, support and encouragement to behave well.

Behaviour we wish to encourage

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate. Behaviours we encourage, support and develop are:

- self-discipline;
- respect for all adults, peers and property;
- appreciation of others;
- politeness;
- the ability to listen well to adults and peers;
- the ability to express an opinion appropriately;
- the ability to reconcile any differences;
- understanding of others;
- patience;
- pride in achievement, academic and personal;
- co-operation;
- a sense of calm;
- personal tidiness;
- care for the environment inside and outside the classroom;
- safe use of the internet / ICT and appropriate behaviour towards others online

Behaviour we wish to discourage

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/ aggression- verbal and physical;
- disrespect of people;
- bad language;
- prejudice towards others;
- under achievement;
- defiance and answering back;
- dishonesty, stealing and cheating;
- disruption
- lack of consideration;
- vandalism;
- selfishness;
- inappropriate use of the internet / ICT or cyber bullying

Encouraging good behaviour

At Bassingbourn Community Primary (BCPS), we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and the different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of rewards. We recognise and highlight good behaviour as it occurs. We explain and demonstrate the behaviour we want to see.

Actions that may be used to promote good behaviour

- Remind children about the school rules (displayed around the school) by celebrating them when they are kept.
- Use signals to encourage good behaviour– e.g. signals to let children know when to sit up, sit down, turn round, put the chair legs on the floor, stop what you are doing, listen carefully, look carefully.
- Verbal reminders that are anonymous- ‘We’re just waiting for 3 children now to look this way ready to start the lesson’.
- Respond positively to children’s contributions.
- Establishing strong routines e.g. pack up of classroom always happens when particular music is played; silence is required when bell or clapping rhythm is used.
- Praise children as ‘pupils’ without drawing overt focus to ‘boys’ or ‘girls’.
- Positive comments in books that reflect effort and/or achievement.
- Sanctions are not threatened but occur naturally as part of the class agreement.
- Ensure that any behaviour that is deliberately ignored is addressed privately with the child.
- Ensure that a stated course of action is followed up.
- Help children to save face in front of others, to avoid any escalation of poor behaviour (private sanction, public reward).
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high expectations of all areas of children’s work in school: behaviour, attitudes and academic work and presentation of work, looking after books.

Whole School Rewards

Specific whole school rewards include:

1. House points

There are 4 Houses at Bassingbourn Community Primary School:-

Saxons – Blue

Normans – Yellow

Romans – Green

Vikings - Red

When children start school, they are allocated a House team. House points are given to the children for good work, good behaviour, endeavour and helpfulness. All staff should be consistent in their awarding of House-points. The points are collected weekly and put into a running total. A record of totals for each week will be recorded. At the end of each term, the winning team will receive an appropriate treat to reward achievement over time.

2. Reception reward system: EYFS use a 5 step reward system. After 5 jumps children get a sticker for their sticker card. When a row is full they get a prize from the tin. When card is full they get 3 prizes. A traffic light system is used for behaviour (5 mins time out if red is reached).

3. KS1 reward system: Children receive a sticker for their individual card. When 10 stickers are achieved children are rewarded with a prize from the tin. When the card is full they get 3 prizes.

4. KS2 reward system: Rewards systems are used to encourage good learning and social behaviours.

5. Courtesy Cup

The Courtesy Cup is awarded to children showing courtesy towards others – holding doors open for staff and peers; being kind and polite to others.

6. Rewards and Stickers

Rewards and stickers are given out by the Headteacher during whole school assembly. All teachers select one child each week for an award prior to the assembly. All Teaching Assistants, Admin and Lunchtime staff should inform teachers if there is a particular child they have noted that deserves a certificate. Extra special work is sent to the Headteacher for an extra comment, praise/reward/ HT sticker.

7. Whole Class Incentive

Class cooperation is encouraged. Children can be rewarded with house points for whole class activities e.g. lining up, sitting quietly in assembly etc.

8. Other rewards:

- sharing achievements with parents- asked to come and see our work or books sent home;
- sharing achievements with other staff;
- good news telephone calls home;
- good news letters or postcards sent home in the post.

School Council's Role

The Council will consist of 2 children from each class 1-6. Meetings will take place every two weeks with class assemblies being held in KS2 every week when class representatives will be able to share information and where issues may be raised. School Council books are kept to record issues they wish to bring to the School Council's attention. Two children will be elected from each class on an annual basis to the School Council. Issues to be discussed may include school improvement issues, playtimes, behaviour.

Respect for Property

Taking care of possessions is an important aspect of growing up. Children should be encouraged from an early age to look after their books and toys, clear up after activities by returning resources to the correct place. This early training develops a caring attitude in children so that when they arrive at school, they continue to treat both their own and school property with respect. This eventually leads to a greater understanding and care of the environment. In school children are expected to leave shared areas (e.g. Hall /library) ready for the next class. Monitors in each class and throughout the school also take responsibility for specific jobs.

To help all children look after their own property, everything should be named:-

ALL clothing
PE equipment
Lunch boxes
Water bottles
Coats

If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, reading books, broken equipment, etc. Accidents do happen and we all understand this. Obviously if property is damaged purposefully, we all need to be aware of the situation and then take appropriate steps.

Sanctions

In order for children to fully understand the pleasure of rewards we must also apply the same principles of encouragement to inappropriate behaviour. Children need to fully understand the consequences of their actions. Again this can be done in informal ways and should be enough to warn the child that this is not the sensible way to behave. Sanctions must be applied consistently, firmly, fairly, without confrontation and preferably not applied to the whole class unless relevant.

Stages:

1. Please ensure informal corrective behaviour is applied before any more formal warnings / sanctions are issued. This could include gentle reminders, eye contact / frown, reminder of expected behaviour etc.
2. Issue first formal warning and write child's initials on board / notebook. Tell the child that 'they have received a first warning for x' and remind them of the behaviours that should be seen instead. An initial low-level sanction should be issued at this point e.g. moving child, request for them to remain in at break time for a few minutes; asking child to play a different game, stand by a staff member for a few minutes or move to a different area at break time; request for work to be finished during own time etc.

3. If behaviour continues – issue second formal warning by placing tick / dot next to child’s name. Again, tell the child that ‘they have received a second warning for x’ and remind them of the behaviours that should be seen instead. Mid-level sanction should be issued at this point e.g. writing lines, writing apology letters, missing a break time etc.

4. If behaviour continues – issue third formal warning by placing second tick / dot next to child’s name. Inform the child that, as three warnings have been issued a behaviour slip will need to be completed – and request child to take slip to office. More severe sanction to be issued e.g. phone call home / missing break or lunchtime to complete work; in-school duty e.g. extra lunch duty etc.

Children begin each new day afresh – however we ask staff, before the board is wiped clean at the end of the day, to keep a personal record of 1st / 2nd warnings – and any sanctions issued.

Behaviour slips will be issued immediately for any physical incidents e.g. hitting / kicking.

When three demerit slips are received in the office – Headteachers to call and write home to inform parents regarding behavioural issues. In EYFS three slips in a month would require a letter home. In KS1, three slips in a term. In KS2, three slips in an academic year. Each academic year the record book starts again, however previous books are retained. Behaviour to be monitored and reviewed.

Detentions

Detentions may be incurred including lunch-time, INSET days or after-school; if specified by the Headteachers or Assistant Headteachers. Parental consent is not required for detentions but liaison is necessary if a pupil will be detained beyond school-day hours.

Progression if three demerit letters issued:

1. Three demerit letters results in formal meeting with Headteacher, Class Teacher and Parents
2. Pastoral Support Plan and Risk Reduction Plan with targets drawn up.
3. PSP and Risk Reduction Plan monitored.
4. EHA may be completed to request support from additional services.
5. Exclusion - period depending of each individual cases

Red Card System

Red triangle cards are displayed around the school and in classrooms. Should the behaviour of a child seriously threaten the safety of the child involved and other children in the class, the red card is sent, via a child to HT or AHT. The red card means assistance required immediately and should only be used when necessary.

Permanent or Fixed Term Exclusions

In exceptional circumstances where a child has seriously breached the school’s behaviour policy and is involved in a first or one off extremely serious incident the Headteacher may exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. A pupil can be excluded from the school premises during term time or just lunchtime periods. It is rare that the school resorts to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

A child may be excluded, internally (working away from peers) or externally for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult
- Persistent bullying
- Racist Abuse
- Serious damage to school property

- Theft
- Persistent disruptive behaviour
- Weapons in school
- Illegal drugs or alcohol

BCPS Home School Agreement

- Parents agree to “support the school in maintaining good behaviour and discipline”.
- Pupils agree to “keep the school rules and behave well”.

Discipline involves protecting the rights of everyone and encouraging everyone to respect these rights - all have responsibilities to enable this to happen.

Out of School

Teachers are able to discipline pupils for events that occur beyond the school gates e.g. non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in school - organised or school – related activity
- Travelling to or from school
- Wearing school uniform

Teachers may only discipline pupils on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation

“Discipline in Schools – Teacher’s Powers” enables a staff member to confiscate or dispose of a pupil’s property, so long as it is reasonable.

Teachers have powers to search with consent. They may also search without consent and, if necessary, with reasonable force, for prohibited items (e.g. drugs, stolen articles). Teachers are not obliged to conduct a search – and may request not to. Staff members may only search children of the same sex, with a witness (ideally same sex) present. See ‘Searching, screening and confiscation (2018)’ document from the DfE for further guidance.

Isolation

Disruptive pupils may be placed in isolation away from other pupils for a limited period to complete tasks set.

Bullying

Refer to BCPS Anti-Bullying policy.

Prevent

Any behaviours which raise concerns re. extremism or radicalisation are to report these to the designated staff members: Sue Brown or Rachael Schofield.

GDPR

Any records / documentation regarding pupil behaviour are stored according to the school’s Data Protection Policy and retained in line with BCPS Data Retention Policy.

Responsibilities

Staff	<p>To provide a caring, listening environment.</p> <p>To be encouraging and positive towards children.</p> <p>To try to ensure that children act safely.</p> <p>To be consistent in dealing with children.</p> <p>To have regular discussions on behaviour.</p> <p>To be open, informative and encouraging to parents and value parents efforts, ideas and thoughts.</p> <p>To promote safe internet practices.</p> <p>To follow the whole school policy on behaviour at all times.</p> <p>To support colleagues on the behaviour policy.</p> <p>Not to discriminate against others. Not to accept others discriminating.</p>
Children	<p>To be cooperative and considerate.</p> <p>To aim to work to the best of their ability.</p> <p>To act in a safe and sensible manner.</p> <p>To know what is acceptable behaviour and consequences of unacceptable behaviour.</p> <p>To act appropriately online.</p> <p>To inform teachers and parents of any problems.</p> <p>Not to discriminate against others.</p> <p>In Y6 the children are encouraged to take on extra responsibilities and set a good example for the rest of the school.</p>
Parents	<p>To be supportive of the aims of the school.</p> <p>To discuss school life with the children and the school staff.</p> <p>To help and encourage children to act in a safe and sensible manner.</p> <p>To support the positive behaviour policy.</p> <p>To develop a positive communication with the teacher.</p> <p>Not to discriminate against others. Not to accept discrimination.</p> <p>To co-operate with teachers.</p> <p>Initially to make an appointment to see the teacher and if necessary meet with the HTs or AHTs.</p>
Governors	To support the school in its behaviour policy.

Equalities Impact Statement

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| 1. Has this policy fully considered the School's Equality objectives and statement? | Yes |
| 2. Are there any impacts of the School's Equality objectives and statement on this policy? | Yes |
| 3. If "Yes", are these clearly described and their impact assessed within the policy document? | Yes |

Child Protection Statement

At Basingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.