



BRIZE NORTON PRIMARY SCHOOL



Behaviour and Anti-Bullying Policy

Review Date Planned	Review Date	Date adopted by Governing Body
		27th November 2019
November 2022		

Our Aim

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aim to promote an environment where everyone feels happy, safe and secure and where everyone can learn to the best of their ability.

Principles

This policy is based on a clear and fair system with consistent boundaries and routines. It reflects real life situations and builds upon the language and understanding of making choices and choices having consequences.

Practice

Everyone in the school community can expect:

- to be recognised as a valuable member of the school community;
- to be treated with respect by adults and children alike;
- to be recognised as an equal member of a diverse society;
- consistency from all the adults in the school;
- to have an input into the rules of the classroom and the school;
- to apologise to anyone they have offended, and to receive an apology if offended;
- to be given strategies to cope with conflict;
- to be listened to when they have a problem;
- recognition for good behaviour.

In our school, we aim to SHINE:

- Strive
- Help
- Inspire
- Nurture
- Excel

So, through this ethos we see...

In our school:

- we care for each other;
- we welcome everyone with a smile;
- we look after our school;
- we walk inside the building;
- we celebrate the effort we make.

In our classrooms:

- we listen to each other;
- we take care of other people and their belongings;
- we work well, walk, and talk quietly;
- we keep our classroom in good working order, and look after our equipment.

In the cloakrooms and toilets:

- we behave sensibly and safely;
- we keep our bathrooms clean, and flush the toilet after use;
- we keep our cloakrooms tidy and hang our bags and clothes up properly.

In the playground:

- we share the space and equipment;
- we look after the trees and wildlife;
- we look after ourselves and other people.

Rewards

We praise each other when we make a good effort. We forgive each other when we are wrong. Each child is member of a House Team; siblings are in the same House. House points are awarded across the school for exceptional effort, behaviour or work. House points are awarded to recognise progress towards targets and goals or achievements across school life. Other rewards include verbal praise and certificates given in Celebration Assemblies. Individual classes may have their own reward systems devised within the class, as long as they are in addition to, rather than instead of, the whole-school systems.

Sanctions

Consequences are presented to children as a choice in order that they can choose to behave appropriately. They must be applied consistently across all areas of school life. Consequences should involve the use of reflection upon the incident concerned.

All classes have visual charts showing children's names. These record warning and consequence cards given to the child. The cards are removed from the charts after each session with all children starting each session anew.

A child making the wrong choice is given a verbal warning, then if the behaviour continues a warning card is displayed on the chart. If the behaviour still continues, they are given a consequence card. Breaktime and lunch time supervisors have and can give out warning and consequence cards, which are passed to the class teacher when lessons resume.

Morning break is part of session 2 (usually Maths) and lunch time is part of the afternoon session. If a child earns a warning card early in a session (e.g. at lunch time), they can earn its removal by excellent behaviour throughout the rest of the session. If a child is given a consequence during lunch time, they can be given another one during the afternoon rather than escalating the reaction to the behaviour.

The teacher chooses the most appropriate consequence from this list:

- miss morning break (supervised by named TA)
- miss 15 minutes at lunch time (supervised by the teacher)
- miss part of a fun afternoon lesson (by sitting out or working in another class)
- the teacher informs the parent of the behaviour (this can be as well as or instead of another form of consequence at the teacher's discretion)

At break or lunch time, the consequence could be:

- sit on the bench for ten minutes
- come into school to sit in the shared area (supervised by the lunch hall staff) for 10 minutes
- if the incident is at the end of playtime, the consequence is referred back to the teacher

The adult setting the consequence records it in the consequence book and (if they are not the class teacher) they tell the class teacher. However, if a consequence has been given by a teaching assistant or lunch time supervisor, it is the teacher's responsibility to make sure it is done.

When a child misses break time for a consequence, they are set a suitable task which might be:

- copying out the School Promise or part of it
- writing a sorry letter
- making a sorry card
- completing work they have not done because of their behaviour in class

They should not be asked to read a book.

Children may be asked to stay in to do homework, but this is not considered a consequence and is not recorded in the consequence book.

Sanctions – Escalation

If a child continues disruptive behaviour after earning a consequence during a session, the next step is for the child to be sent for time out outside the classroom. This need not be for the whole session but only until the child is ready to be calm and behave. Children can be sent to:

- cloak room
- shared area
- hall
- a partner class

If a child is outside their classroom, it is the teacher's responsibility to ensure they are properly supervised. If a child causes disruption outside their classroom, a senior leader should be called.

If a child refuses to leave the room when asked, the teacher tries a range of non-physical strategies to persuade them to do so (see Bound and Numbered Book). If this does not work:

- If the child is calm and not disrupting the others, they can safely be left. After the lesson, the teacher talks to the child and administers a suitable consequence.
- If the child is disturbing others, a member of staff who is Team Teach trained removes them, using physical intervention if necessary.

If a child has had 5 consequences in one half term (recorded in the consequence book), the class teacher sets up a behaviour record book and informs the headteacher. The book contains a behaviour chart which is individual to that child's needs and drawn up in a meeting between the teacher, the parent/s and the child. There is a review meeting every two weeks at which the teacher can decide whether to continue, to stop the book or to escalate further.

If the teacher decides to escalate further, the behaviour book becomes a Headteacher behaviour book. The headteacher (or Senior Teacher in her absence) reviews the day's behaviour with the child at the end of each day and chairs the fortnightly review meetings with the teacher, parent and child.

If the Headteacher behaviour book does not work, an Individual Behaviour Plan is drawn up which may involve support from external services.

Extreme Behaviour

We define extreme behaviour as being:

- physical violence
- aggressive or threatening language or conduct used to a child or adult
- bullying including cyberbullying
- deliberate damage to school or another person's property
- sexual, racial or homophobic language

Mild swearing is not necessarily extreme behaviour if it is not directed at another person. Staff need to use discretion in these matters especially with very young children.

Violent incidents are recorded on the Violent Incident Record form, which includes witness statements. Extreme behaviour leads to more serious consequences, decided by the class teacher, Senior Teacher or headteacher. These may include:

- missing several break or lunchtimes
- playground zoning
- a meeting with parents

- fixed-term exclusion (at the discretion of the headteacher only – see Exclusion Policy)

Parents are informed as soon as possible if their child is involved in a case of extreme behaviour.

The role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during the school day. Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children make the best effort they can. Class Teachers treat every child fairly and enforce the classroom rules consistently. Staff treat all children with respect and understanding. They take time to listen to children, and to help them resolve situations that may be worrying them.

The role of the Teaching Assistant

It is the responsibility of the Teaching Assistant to support the ethos of the school, to ensure that the School Promise is adhered to, and to apply the agreed rewards and sanctions as set out in this policy.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the Governing Body on the effectiveness of the policy. It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeatedly or very serious acts of anti-social behaviour the Headteacher may permanently exclude a child. The Governing Body is informed after any exclusion.

The role of the Governing Body

The Governing Body has a responsibility to safeguard and promote the welfare of children and support the staff.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at school. We explain the School Promise in the home-school agreement and on the school website. We expect parents to support their child's learning and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents if we have concerns about a child's welfare or behaviour. If the school has to use sanctions in managing unacceptable behaviour choices, parents should support these actions. If parents have any concerns they should initially contact the class teacher.

Behaviour at Break Times

We aim for break times to be positive experiences for all our pupils and maintain our high expectations of behaviour during these times.

In the Playground

Playground equipment is provided and pupils are expected to play sensibly and follow rules for space allocation. Staff receive training on behaviour management.

Pupils are expected to ask permission before they enter the building during Break Times. The bell is rung just before the end of break to allow time to tidy the playground. When the bell is rung, children line up in class lines ready to be collected by teaching staff.

If a consequence is applied, the staff member who allocated it records it in the consequence book. In the case of extreme behaviour a senior member of staff should be sent for to offer support and assistance.

At Lunch

Pupils are expected to be polite and co-operative with one another and with the staff. Children are expected to walk into the hall quietly ready to eat their lunch. At the tables the children should show good manners and only leave their table when instructed by an adult. They are expected to use indoor voices and make conversation with only those seated at their table.

Wet Playtimes

Pupils are expected to engage in a quiet activity. Each teacher should ensure children know where wet playtime equipment is stored. The same rules for behaviour apply.

Behaviour outside School

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos.

Before setting out on a trip the pupils should be reminded to:

- keep themselves and others safe;
- thank any adult who has helped;
- be aware of other groups and visitors and respect their needs;
- be sensible, quiet and polite;
- move in a calm, orderly manner at all times; and
- keep to their group and do as their leader asks them.

If a child shows that they are unable to behave appropriately, they may be excluded from a trip as the safety of pupils must be the paramount consideration at all times. Staff must produce a risk assessment for each trip and this must take account of any behaviour concerns.

Teaching the Plan

Positive behaviour management underpins everything we do in school. The children are taught through whole school assemblies, PSHE lessons, RE lessons and other classroom activities. The children are taught understanding of why rules are needed; what reward systems are in place; and the reasons for consequences. All adults in the school environment (staff, helpers, parents and visitors) are expected to model good behaviour to the children.

Recording, Monitoring and Evaluation

All violent incidents are recorded. Some children may need a Positive Handling Plans and behavioural risk assessments, which will be monitored and evaluated.

We regularly monitor our behaviour system of rules, rewards and consequences. Feedback is used to evaluate the success of our strategies and to help us to make adjustments when necessary. Feedback and information regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/pupils
- Feedback from classroom observations
- Questionnaires for parents/staff/pupils
- Number of incidents recorded
- Number of pupils sent to the Headteacher

See also

- Anti-bullying Policy
- Exclusion Policy
- Home-School Agreement
- Special Educational Needs Policy