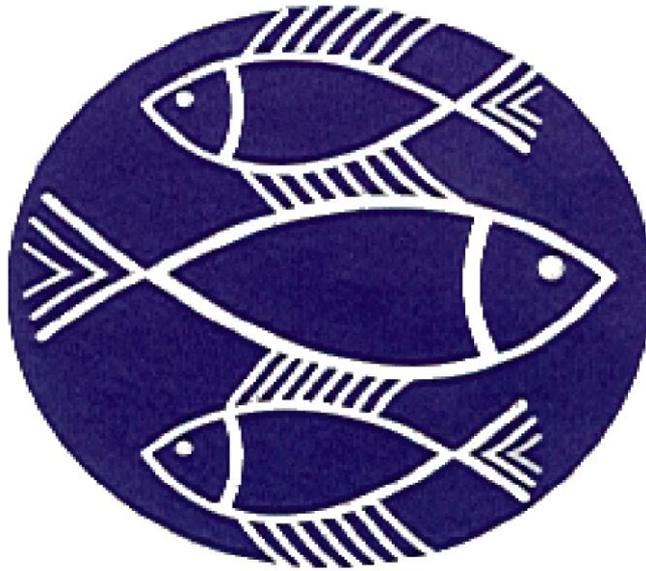


BRIGHSTONE C.E.
PRIMARY SCHOOL



**Behaviour Policy including Behaviour
principles written statement**

Date Agreed: **October 2019**

Review Date: **October 2021**

Signed: **Didi Nicholson**
 Chair of Governors

Revision Record

| Revision No. | Date Issued | Prepared By | Approved | Comments |
|--------------|--------------|-------------|----------|--------------------------------------|
| 1 | March 2016 | KH | FGB | |
| 2 | March 2017 | JW | S&P | |
| 3 | April 2018 | BR | S&P | |
| 4 | October 2019 | MJ | S&P | Update and whole school consultation |

We believe that every child is unique and should be given the opportunity to fulfil their potential in a supportive and caring Christian environment.

All the governors and staff at Brighstone CE Aided Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place in order to support the families, children and staff of the school.

1. Introduction

This policy is for and written in collaboration with the pupils, staff, Governors and community of Brighstone CE Aided Primary School.

Our School provides a Christian education underpinned by the example of Jesus and His teachings and values. Our distinctively Christian ethos and inclusive foundation underpins this commitment and this policy reflects our vision aims.

These Christian values of love, respect and courage are discussed and taught continuously throughout the year and are reflected in our dealings with pupils, staff, parents and the wider community.

2. Rationale

We at Brighstone Primary School, seek to promote high standards of behaviour where consideration is given to the safety and feelings of others and everyone is treated with respect. We believe that a consistent caring code of behaviour and discipline provides an environment in which the whole school community can develop their full potential without fear or threat from others. Reconciliation and forgiveness are key elements in our life together. We seek to care for, encourage and accept each other, but on those occasions where we fall short, there is always an opportunity for everyone to make a fresh start.

3. Principles

At Brighstone Primary School, we believe that:

- **All** members of the school community (parents, staff, governors and pupils) have an important role to play in securing appropriate behaviour.
- An orderly, structured environment with a positive ethos of love, courage and respect, is fundamental to raising standards of achievement and social inclusion.
- Teachers and staff have a right to teach and be in school without threat, fear or significant interruption or disruption
- Pupils have a right to learn and be in school without threat, fear, menace or significant interruption.
- Staff have access to advice, support and training to develop the skills and confidence to carry out their responsibilities effectively.
- Effective partnership between parents, school and professional agencies is essential for implementing, co-ordinating, monitoring and evaluating whole school behaviour and discipline policy.

4. Aim

That all children, parents, staff and governors understand and abide by the Brighstone CE Primary School Behaviour Policy.

To achieve this aim we will:

- Provide a clear statement in the Home School Agreement regarding the expectations of children's behaviour.
- Implement a meaningful system of rewards and sanctions which are considered by children, parents and teachers to be effective in promoting acceptable behaviour
- Promote self-discipline through a positive approach
- Make children aware of responsibilities, respect and rights
- Provide clear guidelines for all adults working in school regarding
 - expectations of children's behaviour.
 - organisational procedures (e.g. playtimes etc.)
 - safety rules
 - rewards and sanctions with relevant feedback
- Make rules and expectations available to parents
- Involve the children in the decision-making process through the organisation of an elected school council and through yearly participation in the creation of classroom behaviour codes.
- Provide support mechanisms for those children who find consistent good behaviour difficult to achieve, as well as for any child who may be made unhappy by another child's unacceptable behaviour.
- Consider if the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.
- Implement the rewards and sanctions systems with due regard for the Equalities Act (2010) taking into account a pupil's learning needs and wellbeing in addition to having due regard for their safety.
- Use a standard procedure for recording, reporting and dealing with children's behaviour.

REWARD AND SANCTIONS SYSTEM:

We believe that consistency across the school and communication are key factors in promoting positive behaviour. Therefore, at Brighstone we will ensure that rewards and sanctions will have a similar theme across the school, be fair and applied consistently. Parents and children will be informed of rewards given and according to the severity of the behaviour the sanctions that have been issued.

Rewards

Individual classes will create their own reward system, suitable to the age and needs of the cohort, based upon the following guidelines:

Positive behaviour, demonstration of good manners, positive learning behaviours, improved attitude to learning as well as progress in learning will be celebrated in the following ways:

- Verbal praise by class teacher or another adult.
- Written praise and feedback in books or on work.
- Individual points awarded which once accumulated may be put towards a special privilege, these may look different in each class according to age but will be decided upon by the children at the beginning of the year).
- Child sent to another class to celebrate achievement.
- Child sent to Head Teacher for special certificate/sticker.
- Child's name placed in Golden Book and praised in Golden Assembly

Sanctions

There are many different types of disruptive or challenging behaviour that may be observed in the classroom and in school. Each should be dealt with on an individual basis, taking all factors into consideration, according to the guidelines below. However, there is a clear and progressive order of sanctions for inappropriate behaviour.

STAGE 1

Examples of behaviour (these are not exhaustive)

Interrupting or spoiling a game, taking a ball/toy away from another child, not letting anyone else play with equipment, using equipment inappropriately, inappropriate talking, disturbing others through moving around or taking rubbers/pencils without need, time wasting and off task.

- Initial eye contact or reminder to return to task.
- Verbal reminder, touch table and walk away.
- Visual warning will be used as appropriate
- Repositioning in class or play area to another table or zone.
- Removal to time out area outside or 'chill out chair' within class.
- Loss of playtime/lunchtime or special privileges.

STAGE 2

Examples of behaviour (these are not exhaustive)

Continuous disruption of the game, disobeying staff's requests or instructions, raised voices in an argument with another child, pushing or barging in aggressively, repeated disruption, inappropriate talking, refusal to stay on task, inappropriate use of equipment, answering back, persistent time wasting, refusal to comply with teacher/adult requests.

- Loss of playtime/lunchtime/after school club/privilege e.g. representing the school for a football match
- Removal from class, sent to another class to complete tasks/class work; parents will be informed
- Visual warning will be used as appropriate

STAGE 3

There are some types of behaviour that will need to by-pass the sanctions above, these include: fighting, swearing, hitting out at staff, shouting and abusive remarks, throwing equipment and purposely breaking it, using equipment as a weapon or destroying school grounds or any behaviour where the adult in charge considers that the child, other children or themselves may be at risk of harm through verbal or physical assaults. Children demonstrating this behaviour will be removed from the situation and reported straight away to Senior Leadership Team (SLT) who will isolate them if necessary. (See Physical Restraint Policy) The exclusion policy may then be considered.

- SLT will remove child from classroom or play area and place in a secure room.
- Parents asked to attend to the school to discuss the situation
- Behaviour plan may be established in coordination with parents
- Loss of privileges e.g. access to clubs/playtime for a sustained period.
- Parents of affected child informed that sanctions have been put into place.

The Exclusion Policy and procedures may apply but only the Head Teacher or, in his/her absence, a senior teacher acting with his/her authority can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Any incident leading to an exclusion will be revisited a week later to follow up with staff and pupil.

The Chair of Governors will be kept informed during this process and if a decision is made to exclude they will be contacted.

Parental Involvement

As part of the ethos of the school parents are kept fully informed of the life of their child at Brighstone. This is achieved through regular meetings and reports. Where particular incidents of concern occur, involving unacceptable behaviour, parents of all the children concerned will be informed. Records of any discussions between members of staff and parents will be made and kept in the Behaviour Incident File.

Summary

Whilst behaviour is of a high standard throughout the school, we believe that one case is one case too many and that it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

It is the responsibility of **all** staff to be aware of the expectations outlined in this policy. It is the responsibility of the Head Teacher and Governing Body to ensure the Policy is being implemented throughout the school and reviewed annually.

Persistent, High Level Disruption or Behaviour or Bullying may result in a child being Excluded from school. This will always be as a last resort.

Please refer to the following policies to be considered in conjunction with this policy:

Safeguarding Policy

Child Protection Policy

Physical Restraint Policy

Anti-bullying Policy

Exclusion Policy

Positive Behaviour Support Plan

Appendix 1 – Violence and Harassment at Work

Appendix 2 – Pupil Behaviour on School Transport

Appendix 3 – Incident Report Form

Appendix 4 – Flow Chart of Behaviour

APPENDIX 1 - Violence and Harassment at Work

Checklist after physical or verbal abuse from a parent, parents or another person.

1. Write up your own account and obtain witness statements
2. Inform Head Teacher of the incident immediately and the police if appropriate
3. Contact the Local Authority. Notify them of the incident and discuss strategies to deal with the parent(s) should there be a return onto school premises
4. Complete a School Accident Report/Violence at Work report form
5. Head Teacher to inform the Chair of Governing Body
6. Visit your GP and put any injuries on file
7. If necessary, Head Teacher/Governors to send letters banning parents or other person from school premises **by registered post** or urge the LA to do this on your behalf.

APPENDIX 2 - Pupil Behaviour on School Transport

The safety of all passengers travelling on school transport to and from school is paramount. Brighstone CE Aided Primary believes that co-operation and regular communication between school, parents and drivers is essential for delivering and implementing safe practices.

All parents whose children have been accepted to travel on LA School transport receive an information booklet from the LA 'Conduct on School Transport'. Expected behaviour for pupils travelling by bus is detailed in the school's bus code.

Parents are instructed to keep the school informed about their child's transport arrangements by text EVERY MONDAY MORNING. The school only acts upon parents'/guardian instruction – not a child's.

Bus Escorts are appointed to ensure the school bus code is adhered to. Escorts make recommendations to HT/staff re improvements or to acknowledge well-behaved children.

Bus/taxi Drivers are requested to let the SLT know if there has been any problem on the bus journey (on that day preferably). Incidents will be dealt with by HT initially.

If a child is not met by parent, the Bus Driver will return the child to School. The Bus Driver will not leave a child with another person unless parents have given authorisation.

SERIOUS/PERSISTENT ACTS OF MISBEHAVIOUR

Stage 1 – If misbehaviour is reported either by the School or the operator

The Public Transport Section/Head Teacher will write a warning letter to the parent, copied to the School and if appropriate the Local Authority.

N.B.: In the case of serious misbehaviour which, in the view of the Public Transport Section, the school and the Local Authority, warrants immediate exclusion from the bus, a letter confirming this action will be sent to the parent by the Public Transport Section which will both confirm the action taken and state the duration of the exclusion. In such cases Stage 1 will not apply.

Stage 2 – If misbehaviour occurs again

The Public Transport Section will contact the School and together they will decide whether an exclusion from transport is appropriate and for how long this will last. Before informing the parents of the decision, the Public Transport Section will check with the Local Authority to ensure it is content that the punishment is appropriate. (This is only a safeguard, so the LA can be confident that it can support the action taken if it is challenged later). The letter to the parents from the Public Transport Section will be copied to both the School and the Local Authority.

Stage 3 – If the misbehaviour occurs yet again

Once again, the Public Transport Section will contact the School and together they and the School will agree the length of the exclusion from transport. After consulting the Local Authority, the Public Transport Section will write to the parents informing them of the decision and copying the letter to the School and the Local Authority.

Date

Staff member/s reporting incident

Name of Child

Names of all witnesses to incident (adults and pupils):

Description of incident/behaviour witnessed.

- How the incident began and progressed including a description of the pupil's behaviour
- What was said by each party
- The steps taken to defuse/calm the situation
- The type of restraint used and with what degree of force, and for how long (if used)
- The pupil's response and outcome of the incident
- Any injuries sustained by the pupil, another pupil, or a member of staff and any damage to property.

Incident report description

Continue overleaf

Continued

Signed:

This report must be given to Head Teacher on the day of the incident.

Brighstone CE Primary School Behaviour Flow Chart

