

Bridgtown Primary School

Behaviour Policy



Bridgtown Primary School

At Bridgtown we acknowledge the uniqueness of all children, their ability to be creative and challenged, to celebrate their diversity, interests, cultures and talents. We have high expectations and challenge them to be confident, happy and reach their full potential.

We aim to provide a secure, happy and welcoming learning environment that is inclusive of all pupils. We encourage children and their parents to take part, to be active, to take responsibility and contribute to the school community and work in partnership with us to help the children to achieve their goals. We believe in doing our best and having the courage to take risks and celebrate our success which will enable us to become successful and confident learners.

We seek to meet our aims with a "Bridgtown Smile". This reflects our positive attitude to life, learning and relationships and is an important part of the ethos of the school. We see our school reflecting a society where the individuals, whatever their age or status act responsibly towards each other, praise each other, care for each other and act with a high degree of individual responsibility.

We see our school as an inclusive community in which all members are valued.

Aim

Our aims are:

- To help children gain clear values and self-discipline to guide them whilst also respecting and valuing the lives of others, all living things and the environment.
- To promote responsible and caring citizens who develop a strong sense of belonging to their communities; local and global.
- To provide an open and creative curriculum that develops well rounded individuals who are well prepared for their future role in society and the changing world.
- To encourage individuals, whatever their age or status to act responsibly towards each other, praise each other, care for each other and act with a high degree of individual responsibility.
- To celebrate achievement

Behaviour Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and consequences systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Entitlement

The content of our behaviour policy is based on the requirements of the National Curriculum. The key skills will be covered throughout each Key Stage at an appropriate level.

All Children will be given equal access to the curriculum irrespective of race, gender, social background or disability and Special Educational Needs including specific learning difficulties.

Implementation

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Our code of conduct is:

1. Ready
2. Respectful
3. Safe

Behaviour Guidelines Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, a senior leader will be sent for.

If a child should run out of school for whatever reason, the headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Calm Down'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:50am, when children are asked to arrive, and again after school to see them safely off the premises. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures and rules and apply them consistently.

The 'red card' needs to be taken out every playtime.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

An internal bell rings to inform staff to blow the whistle. Upon hearing the bell, staff should go to the playground to collect their classes.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines.

Behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

Behaviour Guidelines Rewards

It is very important that praise and reward has a great emphasis.

- Recognition is given to success in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- A visit to the Headteacher for praise, rewards and the treasure box.
- Smileys: Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-
 - Particularly good work/effort.
 - Displaying good manners.
 - Displaying a caring attitude towards others.
 - Staying on task etc.
- All smiley awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.

Behaviour Guidelines Consequences

In the use of consequences, pupils learn from experience to expect fairness and consistency. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

- If restrictive physical intervention of any kind is used this is recorded in the bound book. Parents will be notified and an individual risk assessment put in place for the pupil.
- The use of restrictive physical intervention will be a last resort. A graduated response will be used prior to this. This will be needs led.
- Any other incident deemed 'serious' or resulting in injury is recorded on a Major Incident form and sent to the Local Authority.

Consequence Ladder

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

1. Calm down time within the classroom
2. Calm down time in a colleague's classroom
3. Calm down time with a member of the senior leadership team
4. Red card sent for Headteacher to remove the child
5. Calm down time with the Headteacher
6. In school Reflection time for up to 1 day- parents will be informed
7. Fixed term exclusion- up to 5 days
8. Fixed long term exclusion- up to 45 days per year
9. Permanent exclusion:
 - Parents, Chair of Governors and District Inclusion Officer will be informed.
 - Discipline Committee meet and consider all representations and reports (parents/child may attend).
 - Discipline Committee either reinstate or uphold exclusion.
 - Parents notified of right to appeal.
 - If appeal successful the reinstated child stays on Contract or Personalised Support Plan for the maximum 20 weeks.
 - If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Peer on peer abuse (see separate Staffordshire policy);
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

For persistent poor behaviour, the following strategies will be considered:

- Personalised Support Plan- Meeting with parents/child to agree the way forward. PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly
- Clear/realistic targets for behaviour agreed
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child, weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Behaviour Contract
- Consider Early Help Assessment
- Consider Additional Educational Needs funding application
- Consider Education and Health Care Plan application

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books, diary and charts.
- Phone call home to parents/carers

Monitoring behaviour

Bridgtown Primary School uses a number of internal systems to record behaviour incidents.

These include:

- CPOMS
- ABC log

Review

The Governors, Headteacher and staff will review this policy in the Autumn Term 2021. Any suggested amendments will be presented to governors for discussion at a meeting in the Autumn Term 2022.

Signature:.....Name:Date: Chair of Governors

Signature:.....Name:Date: Headteacher

Addendum COVID-19

Annex A: Behaviour principles

In light of the need for children to behave differently when they return to school, this addendum includes additions to the behaviour policy.

- Altered routines for arrival or departure- staggered starts and finish times. Year groups have allocated entrance and exit points- there are four of these.
- Children must follow school instructions on hygiene, such as handwashing and sanitising. Posters are displayed around the school and by all sinks demonstrating correct methods.
- Children may only socialise with others from their allocated bubble. This will be of no more than 15 children.
- There is a one way system to move around the school. The floor has two metre distance markers to aid the children with social distancing.
- It is an expectation that after sneezing or coughing, tissues will be disposed of in bins with lids ('catch it, bin it, kill it') and children must avoid touching their mouth, nose and eyes with their hands.
- Children must tell an adult if they are experiencing symptoms of coronavirus.
- All children have been allocated stationary which is for their personal use only, there are clear rules about not sharing any equipment or other items including drinking bottles.
- There are amended expectations about breaks, these include staggered playtime and lunchtimes. Children will eat and play in their allocated bubble.
- Teachers will monitor the use of toilets so social distancing can be practiced.
- Individual risk assessments have been put in place to ensure no one coughs or spits at or towards any other person.
- The school have an online learning policy in place about conduct in relation to remote education.