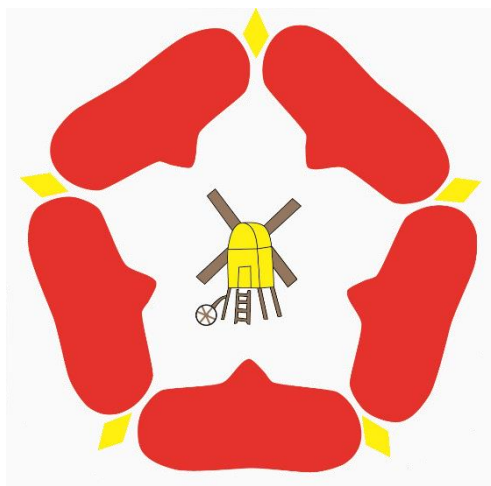


# Bozeat Community Primary School



## Behaviour Policy

**Approved by:** Governing Body **Date:** November 2023

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**Next review due by:** November 2024

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### 1. Aims

Bozeat Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone, including staff and Governors, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This guidance echoes our core values with a heavy emphasis on respectful behaviour and a positive partnership approach to managing poor conduct and interventions that support staff and learners.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

### **3. Definitions**

Unacceptable Behaviour is defined as:

- Any form of bullying.
- Fighting.
- Disruption of learning for others, which has a negative impact on the progress of others.
- Displays of inappropriate behaviour such as sexual or violence that causes humiliation, pain, fear or intimidation.
- Swearing, spitting, name calling and insults
- Racist, sexist, homophobic or discriminatory behaviour
- Shouting.
- Smoking.
- Verbal abuse.
- Possession of any prohibited items in school, be it real or imitation, such as: knives/weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images.
- Vandalism.
- Theft.
- Possession of an illegal substance.
- Repeated breaches of the school rules.

At our school, we work hard to ensure that these behaviours are not displayed, however when incidents involving these do occur the procedures outlined in this policy are adhered to.

### **4. Bullying**

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on the school website.

### **5. Roles and Responsibilities**

#### **5.1**

The school Governing Body is responsible for holding the Head of School to account for its implementation.

#### **5.2 The Head of School**

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head of School is responsible for monitoring the effectiveness of this policy.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents effectively.
- The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher / member of SLT promptly.

## **6. Pupil Code of Conduct**

At Bozeat Primary School Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other at all times; be courteous and polite in school and in the wider community.
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school.
- Treat the school buildings, grounds and school property with respect.
- To continually ensure they uphold the core values in everything they do.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **7. Rewards and sanctions**

### **7.1 List of rewards**

To ensure our pupils are treated positively and behave well, school staff seek out opportunities to reward those pupils whose behaviour and attitude goes above and beyond. It is important as a school that we do not simply reward those pupils who show the minimum expectations in school as this may show an acceptance of minimum standards.

Staff may choose to celebrate behaviours that go above and beyond using a variety of means which may include, but are not limited to:-

- Verbal praise.
- Class round of applause or other form of recognition in class.
- 'Learning Champion' award and other awards in celebration assemblies to value the achievement and contributions of all pupils in and outside of school which parents are also invited to attend.
- A positive phone call home or conversation at the end of the school day with a parent or carer.
- Nominate child for a letter of recognition sent to home address from the Head of School.
- Awarding House points for (but not limited to) above and beyond behaviours or attitudes linked to the school's values. Exemplary work and academic effort and recognition for contribution to the wider community outside of school.
- Stickers / stamps etc....
- A positive postcard or other note home.
- A visit to see another teacher / class or the Head of School to share work or other achievements.
- A subtle privilege within the classroom such as sitting on a special chair during story time or being the first to line up at lunchtime or to go out to break.
- House team winners award afternoon annually.
- Recognition points

### **7.2 Managing unwanted behaviour**

Children are on a learning journey and will ultimately sometimes make the wrong choices before they become adults. Therefore, as a school we ensure that the following is always adhered to, so that pupils are fully supported in their journey.

- We always see the positive and relate to all pupils in a calm and quiet manner.
- We listen to all children; we appreciate their fears and challenges so that we can understand their actions and support them.
- We treat every incident separately and deal with the facts; not our own opinions.
- In every situation, we are consistent and treat everyone with courtesy.
- We continually look for the positive and show that we care.
- We do not humiliate children under any circumstances.
- We always work with parents / guardians to secure the best outcome for the pupils.
- We recognise that pupils have a curriculum entitlement and therefore never insist that a child is not involved in an area of their learning.
- We never use corporal punishment under any circumstances.

To ensure all pupils are consistently aware of our high expectations, we ensure that we continually promote positive behaviour through continually reminding our children of our core values. In class discussion, we discuss how we can support our peers to make the right choices in school and in the wider community.

We continually remind our pupils of these key messages, through Personal, Social and Health Education & Citizenship (PSHE), thematic assemblies, individual, group and whole class discussions. In addition, Circle Time is used throughout the school, to teach, practise and reinforce whole school expectations and to address current issues within the class when necessary and at an age appropriate level. To prevent and manage poor behaviour positively, staff are committed to ensuring that they strive to always:

- Provide a rich and varied curriculum which engages and motivates all pupils to learn.
- Ensure that teaching is tailored to the needs of different learners, therefore providing support and challenge for all.
- Develop effective relationships with all pupils, which are built on mutual respect and trust
- Continually praise all children wherever possible to give them greater encouragement and a renewed sense of confidence.
- Strengthen links with parents, so that pupils can continue to be praised for their efforts at home and supported with sanctions when necessary.
- Build confidence, by producing presentations and quality displays that demonstrate pupil's achievements.
- Ensure behaviour expectations are consistent throughout the school and that systems are adhered to, so that every child has the recognition they deserve.
- Manage behaviour without delegating.

Staff will use the steps in this behaviour policy when dealing with poor behaviour and steps should always be gone through with care and consideration, taking individual needs into consideration. *Clear take up time must be given between steps - it is not possible to leap or accelerate steps for repeated low level disruption*

1. Redirection – Non-verbal cues, praising the behaviour that you want to see, moving around the classroom to stand near.
2. Reminder - A reminder of the expectations for learners delivered privately (if possible) to the pupil. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. Remind Golden 4.
3. If the behaviour continues then the child is given a yellow card (stage 1) as a caution - A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.
4. If the behaviour continues, then the child is on a red card (Stage 2) and will miss their play time. Time out with teacher - the pupil is asked to speak to the teacher away from others and the consequences if they continue, are explained. Boundaries are reset and the learner is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour. Pupil is given a final opportunity to reengage with the learning / follow instructions.
5. Child is sent to the Head of School to complete a parent contract sheet. A follow up, restorative conversation meeting is held.

Stage	Pupil Behaviour	Action
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	Teacher reminds the child of the school values and expectations (The Golden 4) tries to re-direct.
2	Continued Stage 1 (low level disruption) behaviour	Pupils receives a warning (yellow card) about the rule they are not following, may be moved within the classroom. They are reminded of positive behaviour seen before and expectations.
3	Disrespectful behaviour which may include speaking in a disrespectful way to another child or adult, answering back, walking away from an adult when they are speaking to you, <i>minor 'unkind hands, unkind feet' incidents</i> or continued Stage 2 behaviour	Pupil is given a red card, has time out within the classroom, and they miss their playtime. A follow up conversation is had between the child and class teacher and other person if involved. The class teacher will make parent aware at the end of the day that child has received a red card.
4	Hurtful or dangerous behaviour which may include <i>sustained</i> hitting or kicking another child, racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening.	The pupil has time out of the classroom with Mr Rust. A Parent contact sheet is completed and handed to the parent at the end of the school day. This is logged and filed upon its return to school the following day. The child may be excluded from the playground, trips and certain activities.
5	Continuation of Stage 4	Child will be on report to the HT after each session and then daily. Regular meetings with parents and Head of School. Internal exclusion
6	Behaviour has not improved. Serious concern of child's own safety and serious disturbance to others.	Exclusion and Managed Move.

The expectation is that the majority of unwanted behaviours will fall under Stage 1 or 2. Where there are regular and/or repeated Stage 3 behaviours, an action plan / behaviour plan may be put in place in

conjunction with the school's pastoral support team. **Stage 4 is reserved** for a serious breach of behaviour norms and may result in a fixed term exclusion or alternatives such as working in isolation.

Note that these stages 'reset' and are not cumulative throughout the course of an entire school day. We may ask a child to work in isolation in response to serious or persistent breaches of this policy. Pupils may be sent to a designated area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### **7.3 Lunchtimes and Breaktimes:**

At lunchtimes, the pupils are supervised by a mixture of people, including: teaching assistants, lunchtime supervisors and sports coaches. There is a member of the SLT on duty frequently to ensure the same levels of high expectations at lunchtimes and to support staff.

If an issue arises at lunchtime, then in the first instance the supervisors should deal with the situation themselves and pass the information on to the class teacher at the end of play. The same stepped and staged approach applies during lunchtimes and breaktimes. Should a child reach Stage 3 (red card) and need time out from the playground then they will be supervised to the school foyer or in a classroom where they will stay for 15 minutes.

To ensure consistency, the supervisors follow the same 'steps' that are adhered to in school. However, lunchtime supervisors should seek the support of the class teacher when there is persistent inappropriate behaviour or a more serious incident. The class teacher will then deal with the situation and discuss the matter with the Head of School if appropriate.

The school recognises that pupils can find unstructured times, such as lunchtime challenging. Therefore, we will work with the pupils and parents to support them and resolve the matter in a positive manner, by using reward charts; giving them extra responsibilities during the lunchtime or attending a lunchtime clubs.

If there is persistent inappropriate behaviour at lunchtimes, a fixed term exclusion from lunchtimes may be implemented. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. As a school, we would always ensure that arrangements are made for pupils who are entitled to free school meals. In this instance, there would also be a reintegration meeting arranged for the parents and child before returning to school.

### **7.4 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.



## Consequences

Always ask yourself the Golden 4 questions: Am I ready to learn? Am I being safe? Am I being respectful? Am I outstanding?

1. Verbal warning given (in private)

2. Yellow card issued- you have a choice to change your behaviour now.



3. Red card issued – break time taken away



4. Sent to Mr Rust – parents will be contacted as appropriate.

If a more serious incident occurs, the class teacher will use their professional discretion to decide if the consequence goes straight to number 3, 4 or beyond.

## **Stage 5 – Head of School, Senior Teachers & Parents**

If the unacceptable behaviour continues on a regular basis, the child will go on report to the Head of School. The child will be given clear targets as to what is expected of them and these will be monitored by the Head of School at the end of every lesson. If the disruption is impacting on the learning of others, then the Head of School may feel it is appropriate for the child to undertake part of their learning outside of the classroom (an internal exclusion). Following the end of the report period, the child will go on to a daily report before the sanction is removed. The report will be sent home every day and parents will be expected to be supportive of the school. As previous, the support of outside agencies and other external professionals may be sought.

However, if the child's behaviour relates to their provision, i.e. SEN the school would consider a more appropriate, reduced timetable for that child. This would mean that for a fixed period the child would only attend school on a part-time basis in order for the school to better meet their needs. In this instance, the Head of School would consider how long this arrangement would be, but it is worth noting that in other schools this arrangement has lasted for a term or longer. The length of these arrangements will be adapted to the needs of the individual and would need to be appropriate, as the school recognises that everybody has a right to an education. If this sanction is used on a repeated basis, the school and the parents need to reflect on whether Bozeat Primary School can support the child's needs effectively.

## **Stage 6 – Exclusion & Managed Moves (practices & policies of the LEA & DFE adopted)**

The behaviour of the child / children is causing serious distress to others and is not improving, despite actions being implemented effectively.

In this instance the school would adopt the policies of the Government and LEA. Our Exclusion policy sets out the procedures that would be followed by the Head of School.

At Bozeat Primary School, exclusion for a fixed period is the last resort. When an exclusion takes place, a reintegration meeting must take place with the parents, before the child is allowed back into the school. Both the Head of School and Executive Head of School will be involved in this meeting with parents. In addition, the Governors will be informed, as parents have a right to appeal the decision.

If a child participates in an extreme breach of the behaviour agreement, the Head of School has the right to move straight to Stage Six. This may be a result of one of the following incidents taking place.

- Severe verbal or physical abuse to a child or adult which results in injury.
- Other children in the class or school do not feel safe due to the act of another, whether it be physical, verbal or sexual.
- Severe and persistent temper explosions, which affect the learning of others and their right to feel safe.
- Severe non-accidental damage to property and equipment.

There may be times, when it is felt that it would be inappropriate for a child to continue at the Bozeat Primary School. This could be, because the welfare of the child is at stake or because the well-being of the child and their peers cannot be guaranteed. In such instances, the Head of School would suggest the possibility of a managed move to the parents. This may be suggested because a managed move to another school would enable the pupil to have a fresh start. This would always be done with the full co-operation of all parties involved, including parents and governors. Once the notion is agreed, the protocol of the LEA would be adhered to and Admissions contacted.

## 8. Behaviour Management

We believe that it is the culture of the school that is the most important driver of positive attitudes and behaviour for learning. As such, our school has 4 'Golden Rules' only which we expect all members of the school community to adhere to:-

- Be safe.
- Be ready.
- Be respectful to all.
- Be Outstanding.

At Bozeat, we look to recognise and celebrate those pupils who go above and beyond in any of these rules/values but we appreciate that there will be times when children display unwanted behaviours.

Our behaviour policy adopts a 'stepped and staged' approach but it is important that there is consistency not only in terms of the *application* of the policy but in the *practice* of adults when managing challenging behaviour:-

- Consistent **language**; consistent response - simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up** - ensuring certainty in expectations from all staff. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement** - routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences** - defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **expectations** which promote appropriate behaviour.
- Consistent **models of emotional control** - emotional restraint that is modelled and not just taught; teachers as role models for learning.
- Consistently reinforced **rituals and routines** for behaviour around the school.

The vast majority of behaviours will be able to be managed and categorised as Stage 1 and Stage 2 behaviours. Some behaviours such as disrespectful behaviour (rudeness to staff for example) are Stage 3 behaviours and it is important that in these cases, there is the opportunity for the learner to repair the harm and that all parties have the opportunity to explain how they felt in a calm and careful manner as part of a restorative justice conversation or meeting.

### 8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display a class charter that is signed and understood by all pupils, reflect the Golden Four (Be safe, be ready, be respectful, be outstanding) and use these to support behaviour management in the classroom.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons using our 'Meet and Greet'.
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally.

- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Do not use whole class sanctions as a punishment.
- Ensure consistency in rewarding and sanctioning pupils.
- Are calm and give 'take up time' when going through the steps - prevent before sanctions.
- Follow up every time and retain ownership of behaviour management.
- Never ignore or walk past learners whose behaviour falls short of expectations.

## 8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

## 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 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.

## **9. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including the proper use of restraint, as and when it is appropriate.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring Arrangements**

This behaviour policy will be reviewed by the Head of School and the school staff/ Governing Body annually.

## **12. Links with other Policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy.
- Anti-bullying policy.