



Baildon Church of England Primary School

Behaviour Policy

2020-2021

Policy Creation: November 2020
Policy Review Date: November 2021

'The Lord says for I know the plans I have for you... plans to give you hope and a future.'

School Vision

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever-changing world.

Intent

At Baildon Church of England Primary School, we adopt a positive behaviour policy and provide a consistent approach to behaviour management. We endeavour to create a caring, inclusive community in which we can provide for the social, emotional, academic and physical needs of all our members regardless of status, gender, race or ability. We aim to create an ethos of self-respect, mutual respect, independence, responsibility and self-motivation. We do not accept or tolerate bullying, cheating, deceit, cruelty, irresponsibility, dishonesty, racism and bad language.

Purpose

This policy outlines the school's positive approach to behaviour management.

By setting clear standards, expectations, principles and processes in line with our school vision and Christian values, we believe pupils will be best placed to understand what is expected of them in all areas of school and staff will be enabled to create a happy, supportive, highly aspiring learning environment conducive to pupils making excellent progress.

As a school community, Baildon Church of England Primary School strives:

- To promote a positive environment in teaching areas and around school, indoors and outdoors, where learning can be effective and staff and pupils feel safe and respected
- To eradicate low level disruption so that maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents and governors are fully aware of the expected behaviours of pupils within lessons and around school
- To have clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To work in partnership to communicate and work collaboratively with parents quickly where significant positive or negative intervention has taken place

The Department of Education has stated that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirement under race, disability and gender discrimination law. This policy, along with associated policies takes 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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Roles and Responsibilities

The implementation of this policy is the responsibility of all the governors, staff, parents and children. Visitors, volunteers and guests will also follow the policy. This policy will also include extended areas of the school day, such as breakfast club, extra-curricular clubs and events in and out of school.

Equality and Diversity

Baildon Church of England Primary School is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of the communities we live in.

Vision, Christian Values and Characteristics of Learning

School Vision

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever-changing world.

Christian Values

We lay great emphasis on the Christian Values of Community, Love, Respect, Justice, Perseverance, Courage, Generosity, Thankfulness, Peace, Forgiveness and Hope.

Baildon Church of England Primary School Characteristics of Effective Learning

At Baildon Church of England Primary School, we have identified eight Characteristics of Effective Learning (CoEL) and we believe that if children demonstrate these then they are more likely to flourish and reach their full potential. A child in each class in school is awarded 'Achiever of the Week' for possessing one of these Characteristics of Effective Learning every fortnight.

Resilience	Creativity	Problem Solving	Teamwork
Motivation	Independence	Involvement and engagement in	Behaviour during unstructured time

Positive Behaviour

We define positive behaviour as demonstrating the following qualities:

- Respect of and adherence to rules, values, expectations and boundaries set down by the school
- Care, fairness and kindness in the treatment of others
- Politeness, courtesy and friendly good manners in interactions with others
- Helpfulness to peers and staff alike
- Honesty
- Positive engagement and determination in learning activities
- Celebration of others' achievements
- Zero tolerance of bullying and all forms of discrimination

To promote positive behaviour, the school will ensure that pupils:

- Clearly know what is expected of them through positive reinforcement

- Are praised, supported and encouraged constantly and effectively to embed the best behaviour and give them choice in avoiding negative, disruptive or inappropriate behaviour
- Have very clear understanding about the consequences of poor behaviour on their learning and progress
- Are encouraged to take responsibility for their own behaviour and to set a high standard of behaviour to their peers, through the application of the Christian Values and Baildon Church of England Primary School's Characteristics of Effective Learning and developing a positive growth mind set.

Rewarding Children's Work & Behaviour

The emphasis around school is on expecting, recognising, acknowledging and rewarding the positive behaviour, effort and achievement of our pupils. These achievements need not just be academic, but can equally be for progress, contribution to the community or in recognition of an extracurricular activity. Praise within the classroom is a vital motivator for most pupils. Where there is a genuine attempt from a pupil to make a positive contribution, they should receive affirmation from the teacher as a matter of course. To that end, we employ a wide range of strategies to recognise both individual children's and whole class positive learning behaviours.

A House Point system is used throughout school. House points are given to encourage children to adopt the Christian Values and expectations of the school, including the Baildon Church of England Primary School's Characteristics of Effective Learning.

On-going Individual	<p>Our house point system is used to track individual success; children will receive the following certificates throughout the year:</p> <p>Bronze – 25 house points Silver – 50 house points Gold – 75 house points Deputy Headteacher's Award– 100 house points Headteacher's Award – 125 house points Governor's Award 150 house points</p> <p>Awards are presented on a half termly basis at our Celebration Assembly. House points can be awarded at all times of the day, including break and dinner and during extra-curricular activities.</p> <ul style="list-style-type: none"> • Verbal praise is key and is used by all members of staff. • Visits to the Senior Leadership Team for 'excellent work' are rewarded as appropriate. • Positive messages sent home e.g. via Homework Diary or a phone call • If a child reaches the end of the week without any sanctions being implemented, they have achieved a 'Good Day' and they are rewarded with an extra break time.
Fortnightly Awards	<ul style="list-style-type: none"> • Extra break time is for those who have not moved below amber on the sanction ladder. • Achiever certificates are presented per class at our fortnightly Celebration assembly
Whole Class Awards	<ul style="list-style-type: none"> • Teachers all have individualised strategies to reward their own class.
House Awards	<ul style="list-style-type: none"> • The winning house at the end of each term will be rewarded. Children in the house that has received the most house points throughout the academic year will have a treat day at the end of the year to celebrate their success. The child who has gained most house points in each house in each class will also be invited to this event.

Behaviour Management system

Clear expectations are shared with pupils on a daily basis, which are vital in making sure that pupils know the best behaviours for learning, so they are 'ready to learn' in school. The list below sets out the expectations of behaviour across the school key stages, (this list is not intended to be exhaustive):

- Arrive on time, fully equipped, in full school uniform and ready to start learning
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class
- Sit still when learning activities require it, being considerate of others around you, including a heightened awareness of the needs of younger children, visitors to the site and those with additional needs
- Do as you are told by a member of staff without discussion
- Move around the school and outdoor spaces with care and attention
- Be polite and respect the feelings of others when playing or learning together
- Show manners and courtesy to peers and adults- greeting others, holding open doors etc.
- Look after the classroom, resources and displays and tidy up when asked
- Eat and drink in the appropriate areas provided. No chewing gum
- Place litter in the bins provided and keep outdoor areas tidy

This is simplified into our **Hands Up for Positive Behaviour** poster - see appendix 1

Hierarchy of Sanctions

In stressing the positive as a means of encouraging appropriate behaviour with our children it has to be acknowledged that occasionally it will be necessary to use a series of sanctions for behaviour that is inappropriate, which follow a 6 stage progression.

- A ladder system is used to address the first 4 stages
- Staff will adapt this method of behaviour management to recognise the needs of very young children who are learning new behaviours and beginning to self-manage
- A visual representation is used so children can see their own progress and that of others with regard to learning very good behaviour
- **Every child begins each new day on green, moving up onto the 'soaring eagle' if meeting the Characteristics of Learning and the school's Christian Values, or down following stages 1-4 of the behaviour policy**
- It is to be remembered that these sanctions will be used as a last resort and, in the latter stages; each case will be looked at individually
- Low-level behavioural incidents (Stage 1-2) are recorded and are monitored by the class teachers and Deputy Headteacher. When Stage 3, 4 or 5 incidents occur, these too are recorded, but SLT are made aware immediately. These incidents are also monitored by the Deputy Headteacher.
- Discussions and appropriate next step actions will be discussed in the event of repeated occurrences. The next steps may vary, dependent upon the needs of the child and the nature of the incidents
- A pupil will always start a day with a 'clean slate' on green, restoring the positive and supportive relationship and placing the emphasis back onto rewarding their positive behaviour. However, children who receive a red the previous day will miss the 15 minutes of their next break.

Hierarchy of Sanctions Grid

DEALING WITH INAPPROPRIATE BEHAVIOUR

The following are guidelines only and their interpretation will be at the discretion of the headteacher and staff.

	Behaviour	Sanctions	Comments
	Start of a new day, great day for learning, all children have a positive start to the day		
Stage 1	<i>Warning</i> Wandering about, calling out, interrupting teacher when talking to whole class, interrupting, ignoring minor instructions, talking with other pupils, silly noises, pushing in line, dropping litter.	Eye contact Frowns Proximity Reminders Change of seating	Warnings will be given verbally or names written on the classroom white board.
Stage 2	<i>Aggravations</i> Repeated offences of the above, following an initial warning. Accidental damage, to person or property, through carelessness	Moving onto Amber	Amber-thinking zone After one verbal warning, then a child will be placed on Amber. If this behaviour continues a further warning is given, then they will be moved to red (stage 3)
Stage 3	<i>Serious</i> Continually, not responding to teacher's requests to work. Continually, being disruptive, deliberately creating a disturbance. e.g. Messing about, General refusal to do anything Rude to an adult. Cheek, off-hand comments Swearing Harming someone through physical aggression. Harmful / offensive name calling. Spitting. Intentionally, coughing.	A red = 15 minutes of following break time missed 2 repetitions in a day and a child would be moved to STOP (stage 4) 3 repetitions within a week and a child would be moved to STOP (stage 4)	Red -Incident recorded on the excel tracker, as well as school planners to notify parents (or through speaking to parents or phoning home).
Stage 4	<i>More Serious</i> Challenge to authority Deliberately throwing small objects with the intention of breaking them. Serious physical abuse of another child. Intentionally damaging school / pupils property Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek Bullying.	Time out of class as appropriate, for the rest of the lesson / day. Reflective conversation to take place time out of class. Contact with parents by class teacher, SLT or Headteacher.	STOP <u>Removal from classroom and the next break that follows the incident.</u> Recorded on excel tracker, ABC charts and CPOMs. Senior Leadership Team involvement
Stage 5	<i>Very Serious</i> Repeatedly leaving classroom without permission. Serious physical abuse of another child. Running out of school. Throwing large, dangerous objects. Serious challenge to authority. Verbal abuse to any staff. Vandalism Stealing Persistent Bullying	Requires immediate involvement of Head teacher / Deputy Headteacher Telephone call and a meeting with parents. Use of Individual Child Report Book	Repeated STOP in a week/ Internal Exclusion <u>Half day for KS1 / Full day KS2 removal from class, parents informed by letter</u> Other steps may include behaviour plans, meetings with parents or seeking advice from outside agencies Repeated incidents - STAGE 5 Possible involvement of outside agencies. Recorded on excel tracker, ABC charts and CPOMs See Exclusions policy
Stage 6	<i>Extremely Serious</i> Extreme danger or violence. Very serious challenge to authority. Verbal / Physical abuse to any staff.	Probably means immediate fixed term exclusion, with the possibility of permanent exclusion.	Immediate Exclusion See Exclusions policy

An Internal Exclusion is regarded as a very serious sanction. If it is necessary to administer one, the following guidelines apply:

- A suitable time for the exclusion must be arranged with the Headteacher or Deputy, because the excluded child will need to be supervised at all times.

- They will not have lessons, play or eat with their class. A separate break to exercise, with supervision, will be provided either before or after main school break times.
- The class teacher will provide work for the child to complete independently.
- Parents will be informed through a telephone call and meeting with parent will take place.

In the event of external exclusions, the procedures established by Bradford Education Authority will be followed.

Under very exceptional circumstances, positive handling may be required to restrain a child if their behaviour or aggression risks endangering the child, other children, and adults or involving serious damage to property. The governors have adopted the DfE's advisory document: 'Use of Reasonable Force'. Any incidents that require this intervention are to be logged detailing:

- Description of restraint
- Persons involved
- Brief reasons for restraint
- Names of any witnesses
- That parents have been informed.

(See linked policy: Use of Reasonable Force Policy)

Linked Policies

Equal Opportunities Policy

Use of reasonable Force Policy

Safeguarding Policy

Anti-bullying Policy

E-safety Policy

Missing Child Policy

We recognise that there are occasions when pupils' behaviour is less than satisfactory and we have developed Codes of Conduct to deal with this. The school will not tolerate bullying, racism or unacceptable behaviour. For further information see Appendix 2, 3, 4, and 5- the Advice for dealing with an incident, A code of conduct, A Bullying Code of Conduct and A Racial Harassment Code of Conduct.

Reasonable Adjustment and Justification

The school will seek to make 'reasonable adjustments' to ensure that 'less favourable treatment' does not occur (unless the reasonable adjustment would not have made a difference to the particular case).

The 2008 Guidance on 'comparator' states: "The comparison should be with a pupil who is not disabled and who has behaved in the same way" (para 77 and caselaw LB Lewisham v Malcolm (2008)). The 'less favourable duty' does not mean that disabled pupils have an excuse for disruptive or anti-social behaviour. The DDA states that: 'Where a child has a disability which causes 'behavioural difficulties', a school will be required to consider what adjustments they might make in order to manage behaviour rather than simply use exclusion as a tool.'

Monitoring of Compliance with and Effectiveness of this Policy

"The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it" (OFSTED)

Senior Leaders in our school, will carry out behaviour zoning throughout the week to support teaching staff, particularly where there has been an identified behavioural cause for concern. The focus of zoning will vary according to circumstances, thus giving a

snapshot at particular points in the term and in the school week. Zoning also guarantees a high profile of school leader's presence around school and support for behaviours leading to excellent pupil progress.

Behaviour Outside of the School Site

According to the Department of Education regulations on managing pupils' behaviour outside of the school site and outside of school hours, pupils are subject to the school behaviour policy outside of the school site school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school whilst representing the school will have the same consequences as if it had taken place within the school or during school hours.

Right of appeal

In all aspects of this policy, parents will reserve their right to appeal any decisions made by school leaders. In the first instance, parents should contact the member of staff who has issued the sanction. If they still have concerns, they should then contact the Headteacher and finally the Chair of Governors. If concerns still exist at this point, parents should then follow the parental complaints policy.

Review

This policy should be reviewed every year.

Headteacher:



Governor Approval:

J. Ibbotson

Date: 12th November 2020

Hands Up for Positive Behaviour

Our Baidon Philosophies

1. We are a FAMILY: Look out for children on their own and INCLUDE them
2. RESPECT everyone's feelings and ideas and LISTEN to what they say
3. FOLLOW THE RULES: Stay where your teacher can see you – be SAFE
4. PLAY KINDLY with your hands, feet, voices and words too
5. TAKE TURNS and PLAY FAIRLY: Everyone is free to have a go

Advice for when dealing with an incident

1. Try to stay calm so that the children can see you are in control.
2. If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident. It also lets the pupils know that something is about to happen.
3. Do not be seen to jump to conclusions and retain sufficient control to avoid everyone talking at once.
4. Listen well - this shows that you are a 'fair person' and one deserving respect.
5. Do not be side-tracked - ask a question several times if necessary in order to get the appropriate response from a child.
6. Use eye to eye contact and a place where you are unlikely to be disturbed.
7. Avoid sarcasm and direct personal criticism. Label the behaviour and not the child. Some children may actually try to live up to labels applied to them.
8. Do not make threats that cannot or will not be carried out.
9. Consider using a time out tactic - giving the child time to calm down will also provide an opportunity to deal with others involved, maybe treat an injury, without giving the impression that someone 'has got away with it'. It also shows that the adult can cope with the situation
10. Look for a solution that shows you are fair minded and reasonable - a warning may be sufficient without resorting to involvement of class teachers. In the majority of incidents it should be class teachers who bring in the Senior Leadership Team.
11. Summarise what you have heard and use open questions
12. E.g. who was there?
13. What happened next?
 - a. Avoid 'Why' questions.
14. Empathise with feelings and allow free expression of emotion.
15. Inform the victim of what you intend to do but do not make promises you cannot keep.

Incidents should always be reported.

First point of contact should be the class teacher.

If the class teacher is not available or the incident is very serious, this should be reported to the Deputy Headteacher or Headteacher.

Brief overview of our Code of Conduct

Discipline in School

1. It is every child's right to enjoy schooling free from disruption in a secure, caring setting.
2. Discipline is seen in terms of a code of behaviour which develops from good relationships of trust, understanding and mutual respect.
3. Children are expected to behave in a quiet, polite, reasonable and orderly manner, both with adults and with each other. This form of behaviour is necessary for the child to function effectively in school.
4. No form of physical punishment is permitted in schools.
5. It is important that all adults adopt a consistent approach and share responsibility for the behaviour of children throughout the school.
6. It is important that parents are informed and involved when their child's behaviour causes the school concern.

In the event of misbehaviour, this code will be followed:

1. The teacher in the first instant will deal directly with the child and use sanctions described in the Behaviour Policy.
2. If such treatment is still insufficient the difficulty will be reported to the Senior Leadership team and the Headteacher.
3. The child will be supported by an individual Behaviour Plan. The introduction of a home/school diary may be used to report and receive comments from parents.
4. If this action is not sufficient and there is persistent misbehaviour the parents will be asked to meet the Headteacher or Deputy Headteacher to discuss action taken in school to try and seek a joint strategy.
5. In the event of serious offences, the Headteacher has the power to contact parents informing them that a serious incident has occurred and also to exclude the child. This is the ultimate sanction and has serious implications.
6. The Governing Body and school have the right to seek reparation from parents where their child causes breakages and damage to school property.

Whole School Code of Conduct to deal with Racial Harassment

Racist behaviour can be defined as any hostile or offensive act, or expression, by a person of one racial group to a person of another racial group, or any incitement to commit such an act where there is an indication that the motivation is racial dislike or hatred.

In accordance with the definition, incidents of racist behaviour may take a wide variety of forms. They may be physical or verbal, they may involve a small or large number of persons, and their victim may be from either the majority or minority communities.

To ensure the continuing effectiveness of our school's behavioural policy it is essential that a firm and consistent code of response should counter any evidence of racism and prejudice. These responses will include dealing with the alleged perpetrators of the racist behaviour.

1. Aid and support must be given to the victim or victims.
2. Such evidence of racism and prejudice must be brought to the attention of all teachers at staff meetings and other non-teaching staff as it arises.
3. Racist graffiti or slogans, whether on books or walls should be removed immediately on discovery and any damaged repaired.
4. Racist literature, badges or insignia should be confiscated on discovery and the reasons for not allowing them on school premises should be explained and publicly emphasised.
5. Where the activities of extremist political organisations are suspected of directly inciting racial hatred within the school, the police and the Prevent Leader at Bradford LEA should both be immediately informed.
6. Pupils responsible for racist behaviour should be reported to the Deputy Headteacher or Headteacher.
7. On the second recorded incident, the child concerned will be issued with a report sheet. This sheet will have to be filled in after each lesson and break and shown to the Key Stage leader at the end of each day. A copy of the sheet will be sent home at the end of each day to be signed by Parents.
8. The child will, if a clean record is kept, go on to a weekly report sheet. This will be sent home at the end of every week.
9. the child may: -
 - i. Continue on weekly report.
 - ii. Or go to a monthly report;
 - iii. Or if appropriate, half-termly;
 - iv. Or return to the normal monitoring.

If however there is no improvement, the child's parents will be invited into school to discuss more extreme sanctions such as counselling (school based, or from the LEA) and a special behaviour programme will be put into place. If parents do not support the school, the Governors will meet to discuss further measures.

The victims who have suffered as a result of a racist incident should be informed of the action taken. They should also have the attitude of the school towards such behaviour properly explained to them - namely that the personal happiness and freedom from anxiety are the right of every pupil at Baildon Church of England Primary School. See Advice on dealing with incidents. See Appendix 2