



Baildon Church of England Primary School

Behaviour Policy 2023-2024

Policy Creation: July 2023
Policy Review Date: July 2024

'Those who hope in the Lord will renew their strength and they will soar on wings like eagles.'

Vision Statement

We celebrate our place within God's loving family, showing **respect** for ourselves, others and the world around us. We are a safe, **supportive** community of inspired, resilient, life-long learners, with a spirit of curiosity, where every individual is provided with the **opportunity** to flourish and **achieve** in our ever-changing world.

Our aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- Use Baildon's Behaviour Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property
- To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour codes are required
- To ensure that all children are treated fairly, shown respect and promote good relationships
- To refuse to give children attention and importance for poor conduct
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values compassion and kindness, good humour, obedience, wisdom and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

- To provide simple, practical procedures for staff and children that:
- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

At Baildon Church of England Primary School, we aim for all of our children to be the best they can be so that they can **soar on wings like eagles** within a positive school climate underpinned by being **Supportive**, availing of **Opportunities**, **Achieving** and being **Respectful** for oneself, each other and the world around us and in turn being **Ready** and **Safe**.

Our children's safety and their engagement in their learning is always our primary aim. Steps are taken with care and consideration, considering individual needs where necessary. We explicitly praise the behaviour we want to see.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach our children self-discipline and regard for authority, so that all children complete any tasks reasonably

assigned to them in connection with their education. It echoes the Christian Values of forgiveness and reconciliation with a heavy emphasis on **respectful** behaviour and a partnership approach to managing poor conduct with dynamic, individualised interventions that support staff and children. We pledge to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) [see Anti-Bullying Policy] as well as child-on-child abuse.

Christian Values

Our Christian Values are regularly discussed in the classroom, the playground and whole school collective worship. Children are encouraged to behave in an exemplary manner, to show kindness and respect to each other, staff and property.

Praise and encouragement are used verbally and children are rewarded for showing compassionate, kind and forgiving behaviour.

Additionally, and in accordance with the school's values, the school's approach to teaching children good behaviour is based on an attitude of forgiveness and restorative justice.

The role of school leaders

The school leadership team are highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Schools will also wish to ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The role of teachers and staff

Staff have an important role in developing a calm and safe environment for children and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by Baildon's Behaviour Curriculum, so that children can see examples of good habits and are confident to ask for help when needed. Staff challenge children to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children. Staff consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school.

The role of children

All children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every child is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Children are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Children are regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture. This supports the evaluation, improvement and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. At Baildon Church of England Primary School, we repeat elements of this induction for all children at suitable points in the academic year.

Provision is made for all new children to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided for children who are mid-year arrivals.

The role of parents

Parents have an important role in supporting Baildon's Behaviour Policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

At Baildon Church of England Primary School, we reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour or encouraging parents to celebrate children's successes. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Behaviour Strategies and Teaching Good Behaviour

Adults at Baildon Church of England Primary School, believe that children need the support of a scaffold around them to help them to assume appropriate behaviours. We believe that children need to be taught a wide range of skills to feel comfortable in all the situations in which they may find themselves. We believe that poor behaviour usually results from children being uncertain, anxious or ignorant of the expectations.

Words we will use	The meaning of the word
Consequence	Step
Caution	Warning
Reminder	A thing that causes someone to remember something
Restorative	Having the ability to restore health, strength or well-being
Consistency	Carrying out an action in the same way over time, so it is fair or accurate. We recognise this is important for a stable approach to managing behaviour
Forgiveness	The process by which a 'victim' of unkindness lets go of negative emotions towards the unkind person

At Baildon Church of England Primary School, the following principles are followed:

- The adults are consistent with simple expectations clearly communicated to all children
- The adults are consistent in their respect to all children even on the rare occasion that a child is disrespectful to them
- The adults model consistent levels of emotional control and emotional restraint
- Adults acting as consistent role models enables our children to see good behaviour and are therefore able to learn from this example
- Adults are consistent in their understanding that part of learning good behaviour involves making mistakes
- Adults will consistently reinforce routines for behaviour in the classrooms and around the school site

What we will do as a team

- Teachers will meet and greet at the classroom door offering a high five, hand wave fist bump, hand shake, thumbs up or elbow bump; every child in their class will be greeted.

- Adults 'check in' with children who are not in the green zone on the Zones of Regulation.
- Model positive behaviours and build positive relationships with children
- Talk about expected behaviour explicitly, making it clear what is expected in different situations - Personally follow up a child's behaviour every time a consequence is given and engage in reflective dialogue with children
- Be calm and give 'take up time' every time a consequence is used

Consistent Approach

Baildon Church of England Primary School expects children to be well-behaved, well-mannered and attentive. Examples of such behaviours are:

- Children address adults using their names (Mr Holmes)
- Children say "Please" and "Thank you"
- Children hold doors open for each other and say, "Thank you."
- Child hold doors open for adults and say, "After you."
- Children walk in lines on the left hand side, quietly and respectfully around school
- Children wear the correct school uniform (See Uniform Policy)
- Children are expected to be punctual

The ways we praise and promote positive behaviours are:

- Verbal recognition and praise
- Individual merits for children
- Postcards sent home by Headteacher or Deputy Headteacher
- Soaring Eagle stickers
- Soaring Eagle displays within the classroom
- Recognition boards within the classroom
- Christian Values in Action Eagles
- **Achievement, Opportunities** and **Values** certificates presented in fortnightly **SOAR** Assemblies
- Fortnightly Cake and Juice Friday (see Over and Above Behaviour Below)
- Half termly Golden Time for those children who almost always make the right choices.

Over and above behaviour

At Baildon Church of England Primary School, we recognise children who go 'over and above' the expected standards. Although there is a range of rewards, we understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom and around the school cannot be underestimated. It is the key to developing positive relationships, including with those children that are hardest to reach. We will acknowledge 'a child a fortnight' from each class who has gone over and above. They might have shown that they are **Supportive**, avail of **Opportunities**, **Achieve** or be **Respectful** for oneself, each other or the world around us and in turn being **Ready** and **Safe**. For this reward, they will receive Cake and Juice on Friday with the Headteacher or Deputy Headteacher.

Consequences

Children are held responsible for their behaviour and staff will use five steps to manage poor conduct.

Child friendly language	The meaning of the words
Reminder	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness; with a reminder of the importance of being Supportive , availing of Opportunities, Achieving and being Respectful for oneself, each other and the world around us and in turn being Ready and Safe will be delivered privately wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage
Caution	A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices.
Last chance	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Internal Referral	<p>At this point, the learner may be given a consequence or referred internally, with work, to another room in the phase for the remainder of the lesson. A short restorative conversation should take place as soon as possible afterwards.</p> <p>If the incident finishes here, the teacher must log the incident and a consequence should be imposed.</p> <p>In some instances, an internal referral may involve a request for a pupil to speak with an alternate colleague e.g. parallel class teacher, Phase Leader, Learning Mentor, AHT, DHT or HT during which a discussion about the seriousness of the incident will take place accompanied by a discussion about how to move forward positively. This discussion should finish with a child apologising for the choice they have made to the appropriate children and/or staff.</p> <p>Phase Leaders, AHT, DHT, HT are expected to intervene if there are three or more internal referrals in a 5 day rolling period.</p>
SLT Consequence	<p>This only applies if either:</p> <ol style="list-style-type: none"> The learner refuses to engage with an internal referral or A serious breach is committed by a learner that may result in a fixed-term suspension. <p>The AHT, DHT or HT must be called to collect the learner. The teacher should provide work.</p> <p>A reconciliation meeting should take place before the next lesson. If the learner does not attend or does not engage with the reconciliation a SLT sanction will be issued, assuming the procedure has been followed.</p>

Following an internal referral and/ or SLT consequence, children's behaviour will be monitored on a lesson by lesson basis and communicated with parents and carers. If

necessary, a behaviour plan will be written up with the child, parents/ carers. If this is the case, children will be given three targets to work on and their behaviour will be monitored on a lesson by lesson basis and communicated with parents/ carers. Referrals to outside agencies such as Early Help and the LA may also be considered.

Procedures for Dealing with Major Breaches of Discipline

The following procedures may be used for major breaches of discipline:

- A verbal warning by the Headteacher or Deputy Headteacher concerning future conduct
- Withdrawal from the classroom for the rest of the day
- A phone call or face-to-face meeting with parents/ carers informing them of their child's unacceptable behaviour
- A meeting with parents, at which a warning is given about further consequences, unless there is an improvement in the child's behaviour
- Daily report to the Headteacher or Deputy Headteacher to confirm that behaviour has been satisfactory
- For incidents on the way home from school, the child may be kept in the classroom until an adult picks them up each evening or released from school later than other the children
- For continued, serious incidents at lunchtimes, the child may be excluded for the lunchtime period
- The child may have their place withdrawn from an 'out-of-school' club or school visit
- Fixed term suspension (see Suspension and Exclusion Policy)
- Permanent exclusion (see Suspension and Exclusion Policy)
- Information to be shared with parents/carers RE the Governors' Pupil Disciplinary Committee process.

CPOMs Discipline Record

The school uses CPOMs to record all incidents that need to be communicated to senior staff in the school. The school employs different codes to indicate the level of concern.

Suspension and Exclusion must always be recorded.

Intervention

By law, members of staff and visitors authorised by the Headteacher have the power to use reasonable force to prevent children:

- committing an offence
- injuring themselves or others
- or damaging property
- and to maintain good order and discipline in the classroom.

The school has an Eagles Room where children can be taken when incidents of this kind have taken place (see Positive Handling Policy).

A Positive Handling Incident entry is completed on CPOMs and the situation discussed with the Headteacher, Deputy Headteacher or Assistant Headteacher who will work with the member of staff and parents to devise an action plan to meet that child's

and the school's needs. This might include the involvement of other agencies. All incidents of positive handling are reported to parents at the first opportunity.

Reminders / Assertive Structures

- "I'd like to see you..." – listening straight away
- "I know you can..." – help Stephen clean the table box
- "I need you to impress me by..." – following the routines
- "You can impress me by..." – walking quietly and safely in the line
- "Show me you can..." – listen carefully
- "I know you (enjoyed reading your book) yesterday because (you were talking to Sophie about ...).

Walk away, be busy. Assume closure.

Fogging techniques

Student

'It wasn't me'
'But they were doing the same thing'
'I was only.....'
'You are not being fair'
'It's boring'
'You are a (name calling)

Adult

'I hear what you are saying....'
'I understand.....'
'Maybe you were....and yet....'
'Yes sometimes I may appear unfair...'
'Be that as it may...'
'There may be some truth in that....'
(with follow up served cold!)' or 'I am sorry that you are having a bad day'.