

BANDON HILL PRIMARY

BEHAVIOUR POLICY

Meadow Field - Wood Field

Updated Autumn 2020
Approved by Governors
Review Summer 2022

Our school code of conduct is:

‘To respect and show kindness to everyone at all times, and to stay safe.’

COVID-19

Bandon Hill Primary School is committed to ensuring the safety and wellbeing of all its children and staff. The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Additional health and safety protocols have been established and all members of the school community are expected to adhere to these. The school will adopt a risk assessment approach for anyone who forgets or does not adopt our safety protocols with age appropriate sanctions where necessary.

Context

At Bandon Hill we aim to create a positive atmosphere where pupils, staff and parents feel they are known, secure and valued members of the school community; where all are committed to promoting good behaviour and motivated to learn. We believe that good behaviour is the key to a good education and that every member of our school community has a responsibility to teach children socially acceptable behaviour.

“This policy is subject to flexibility in the instance of pupils with Special Educational Needs and Disabilities. If the school feels that behaviours are occurring as a direct result of SEND needs not being met or regulated at the time of the incident then the school would make adaptations to provision to support the pupil. SEND pupils who show poor behaviour unconnected to their SEND would still come under this policy. The school will investigate incidents carefully in order to have a fair and reasonable response for all individuals involved.”

Behaviour Principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers promote high standards by modelling positive behaviours at all times

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- Rewards and sanctions are used consistently by staff, in line with the behaviour policy and behaviour ladder (Appendix 1)
- The behaviour policy is understood by staff and children
- Children are helped to take responsibility for their actions
- Staff and volunteers encourage high standards of work and behaviour emphasising praise and positive reinforcement
- All adults and children treat each other with mutual respect and consideration
- Families are involved in 'orange' and 'red' behaviour incidents (please see Appendix 1 – behaviour ladder) to foster good relationships between the school and the child's home life

The Behaviour Policy is linked to the following policies:

- Anti-Bullying Policy
- Exclusions Policy
- Positive Handling Policy
- Keeping Children Safe in Education
- Safeguarding and Child Protection Policy

Rights and Responsibilities

Everyone within both of our school communities has rights and responsibilities to ensure that Bandon Hill is a safe place in which to learn, work and play:

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Role of Headteacher, Deputy Headteacher and Assistant Heads

- 1) To ensure that the behaviour for learning policy is implemented across the school.
- 2) To ensure that good practice is shared.
- 3) To support phase leaders, where appropriate, in the implementation of the policy.
- 4) To monitor and evaluate the impact of the policy.

Role of Phase Leaders

- 1) To ensure that the behaviour for learning policy is implemented consistently and effectively across the phase.
- 2) To share good practice within the phase and highlight it with SLT.
- 3) To ensure that all staff in the phase are aware of their progress and areas for improvement.

Role of Teachers

- 1) To consistently implement the behaviour for learning approaches in accordance with the policy and Teaching Standards – 'Manage behaviour effectively to ensure a good and safe learning environment.'
- 2) To ensure that all children know and understand the school rules, rewards and sanctions.

- 3) To personalise the behaviour for learning approaches, if required by an individual pupil, in agreement with SLT.

Role of Teaching Assistants

- 1) To work in collaboration with Teachers to support behaviour for learning in accordance with this policy.
- 2) To take responsibility for understanding the school rules, rewards and sanctions

Children should be valued and their good behaviour positively encouraged and rewarded. All staff need to highlight children's strengths rather than weaknesses. We accentuate the positive through a range of measures, including:

- Giving praise
- Awarding team/house points
- Awarding stickers
- Class shout-outs
- Showing good work to Year Group manager, Phase manager, Assistant Head, Deputy Head and Head Teacher
- Always club
- Informing parents
- Displays

Our aim is for the children to develop awareness and respect of self as well as being sensitive to others; to acquire a set of moral values and to develop habits of self discipline and acceptable behaviour so everyone can work and play together safely and happily.

All staff are expected to accept responsibility for maintaining good behaviour throughout the school and model the types of behaviour encouraged by the school policy. Negative and sarcastic responses from adults will establish unacceptable behaviour as the norm and encourage children to behave anti-socially.

Classroom management and organisation has a direct result on pupil behaviour:

- Apparatus and equipment should be easily accessible.
- Children should be able to move around easily when required.
- Work should be at appropriate levels - misbehaviour may be a strategy to avoid work which is too difficult or easy.
- Clear objectives should be set to the task and these should be explained to the children in language which is simple to understand.
- A range of rewards should be accessible to pupils of all abilities.

Classroom Behaviour

The policy at Bandon Hill is for each class teacher at the start of the academic year to formulate clear, positive classroom rules with the children. These should be complementary to the school ethos and rules. They should be clearly displayed within the classroom and may be signed by the whole class. These rules should be referred to throughout the year to support the expectations of behaviour within the class.

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Behaviour within the School Building

Children are to move around in an orderly and sensible manner. They should **never** run. All staff, when moving about the school, should be aware of and take responsibility for pupils' behaviour.

Playground and Lining-Up Routines

- We take turns and share in the playground.
- We sometimes win games, we sometimes lose; it doesn't matter.
- We play gently and never play-fight.
- We speak to an adult if we are upset or angry and accept their help.
- We stop what we are doing and pause quickly and quietly when the bell rings, ready to learn.
- We collect our things before we leave the playground.

Dining Hall Routines

- We line up quietly and keep our hands and feet still.
- We use our indoor voices. We listen to adults' instructions.
- We only talk to people sitting near us whilst we are eating.
- We do our best to try different, healthy foods.
- We take our time eating our food.

Corridor and Stairs Routines

- We walk around the school quietly.
- We keep to the left. We stay in our lines.
- We hold doors for others.

Toilet Routines

- We only go to the toilets when we need to use them.
- We leave the toilets clean and tidy.

Playground Rules

Children's behaviour in the playground should be in line with the school's Ethos

- Benches and seats around the plants are for sitting on.
- If a child is hurt then he/she should report to an adult on duty before going to the medical room.
- A rota is drawn up by the Senior Midday Supervisor (SMS) states which year groups may use all the various areas of the school during lunch play.
- Dangerous or rough games are forbidden.
- Aggressive behaviour either physical or verbal is not allowed.
- Fighting is forbidden; this includes play fighting.

If an incident occurs where the class teacher has to be notified, midday supervisors are to fill in an incident slip (shown below). This will be delivered to classrooms after lunch time. Further action then may be required by the class teacher or SMT, depending on the severity.

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<i>Name of Child/ Class</i>	<i>Incident</i>	<i>Action</i>
	Rude/disrespectful to an adult	Time out (the wall)
	Rude/unkind/threatening to another child	Name moved down
	Disrupting others	Red mark (please give details)
	Damaging property	Taken to SMT/SLT on duty
Date	Covering up the truth	Other:
	Ignoring instruction/breaking safety rules	
	Ongoing minor disruptive behaviour	Details/ Comments:
Time	Hurting another child physically/fighting	
	Racist incident	
	Other:	
Further action required?		

Serious playground incidents (bullying, racism, aggressive and violent behaviour) are to be recorded on My Concern. Persistent anti-social behaviour by a particular child will be reported to the member of management on duty that day. They may take the decision to refer the matter to the Assistant Head, Deputy Head or the Head Teacher, who will bring the incident to the attention of the child's parents.

Racial Incidents

All incidents of racially motivated behaviour need to be recorded on My Concern. If an incident occurs at lunchtime the Senior Midday/Midday Supervisor is responsible for informing a member of the Leadership Group. The DSLs will collate the information as part of the Local Education Authority's audit of racial incidents.

Challenging Behaviour

No form of corporal punishment is to be used.

Within the classroom, teachers should ensure that positive responses outweigh the negative, and that any sanctions used are consistent with the offence. Although it may occasionally be appropriate, persistent punishment of whole groups should be avoided.

When the child, other children or staff are at risk of getting harmed, the child or other children and staff will exit the room to prevent injury or an escalation in behaviour. When managing the child there should be an ideal of two members of staff. At times children might need to be moved if they committing a criminal offence, injuring themselves or others, causing damage to property and engaging in any behaviour

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that jeopardises good order and discipline at the school. This should be carried out in line with the school's Positive Handling policy. Any behaviour that requires physical intervention shall be logged and parents informed.

On rare occasions children and adults may require first aid from injuries caused by children; these might include biting, pinching, kicking etc. The incident should be logged on My Concern and both sets of parents informed. If a child or adult has a bite or pinch that breaks the skin they should be advised to seek medical assistance from a doctor or pharmacy. This is all outlined in the school's biting risk assessment.

An individual risk assessment will be drawn up if the child is displaying persistent behaviour which puts themselves or others at risk. This will be done with collaboration with the class team and parents and then reviewed.

Early Years

In the Foundation Stage a super star, sun, cloud and thunder cloud is operated as a sanction. All children's photographs or names are placed on the sun. If they do not follow the class rules they are given a verbal warning. If the behaviour continues they will be moved to the cloud where they will have an opportunity to discuss and improve their behaviour and move back to the sun. If there is no change in behaviour, their photograph will be moved to the thunder cloud where they will then have a short period of time-out to think about the class rules they should be following. Behaviours such as biting, spitting, bad language, stealing and deliberate aggression will result in children immediately being placed on the thunder cloud and being sent to the Year Leader or in severe cases the Lower School Manager/Assistant Heads. In cases of persistent inappropriate behaviour the Year Group Lead/Lower School Manager will contact the child's parents. If the children follow the class rules they will move onto the super star where they will then have the opportunity to move around the planets. They will move further around the planets each time they get onto the super star. Once they get to the end of the solar system, they will win a prize.

KS1/ KS2 (5 Step Format)

Each Year Group across KS1 & KS2 employs a 5 Step Format to manage rewards and sanctions in the classroom. This format is presented differently to each year with different themes.

For example, here is the 5 Step Format in Year 3, themed around racing:

Trophy	
Medal	
Start	
Whistle	
Red Flag	

Each day, every child will begin on the 'Start' and will be able to progress on to the 'Medal' and receive a sticker for good work and/or behaviour. For an outstanding day, children will move up to the 'Trophy' and receive a trophy certificate.

If a child is not following the class rules they will receive a verbal warning. If the undesirable behaviour continues, they will be moved onto the whistle. They have to demonstrate a positive change in behaviour to be moved back to the start. If there is no change in behaviour they will be moved onto the red flag.

For KS1, being on the red flag will result in lost golden time, lost play time and/or involvement from the Year lead. For KS2, being on the red flag will result in a Red Mark - please see information regarding Red Marks below.

Red Marks and Blue Marks (KS2 only)

In KS2 children can be given Red Marks for inappropriate behaviour. Blue marks are given for organisation, for example, no contact book or PE kit. A grace period is given to Year 3 children in the first autumn half term to allow them time to become familiar with the rules.

When children have received a red mark or a blue mark, a 'mark slip' will be stapled into their contact book, stating who gave them the mark and why it was given. When a child receives 2 red marks or 4 blue marks, they will receive a lunchtime detention with a teacher. Detentions will be indicated on the slips in the contact books. This starts anew every half term.

If a child receives 3 or more red marks, they miss out on the end of half term treat.

You can receive blue and red marks for the following reasons:

	Blue Marks	Red Marks
Year 3	<ul style="list-style-type: none"> No contact book No 3 signatures/comments for reading per week Incorrect uniform <p><u>To start officially from Autumn term 2 to allow children to get used to rules</u></p>	<p>Inappropriate behaviour</p> <p>Repeated low level behaviour during class (talking, calling out, not following instructions etc – warnings given)</p> <p>Being unkind to another child</p> <p>Speaking rudely or inappropriately to a member of staff</p> <p>Acts of physical behaviour to another child</p> <p>Leaving the class without permission</p> <p>Not being safe around the school (running in corridors etc)</p> <p><u>These may well be accompanied by another reprimand depending on severity</u></p>
Year 4	<ul style="list-style-type: none"> No contact book No 3 signatures/comments for reading Incorrect uniform No PE kit/ incomplete PE kit 	
Year 5/6	<ul style="list-style-type: none"> No contact book No 3 signatures/comments for reading Incorrect uniform No PE kit/ incomplete PE kit No pencil case holding the basics (pencil/pen/ruler/rubber) 	
	<p>4 blue marks = lunchtime detention (stated on slip in contact books)</p>	

Exclusions

At Bandon Hill exclusions will only be considered in cases of extreme behaviour, as a last resort.

- Where a child is violent or behaving dangerously towards other children and/or or adults or themselves such as to cause significant physical harm.
- When a child with severe behaviour problems is not responding to the individual behaviour plan programme set up by the school and the Headteacher judges that the school cannot provide the teaching and learning environment which the child needs.

Playtime Exclusion

Those children with consistent or one off extreme behaviours are supported during play and lunchtimes; they are encouraged to develop their social skills through playing games/ talking with an adult, facilitated by an adult. If their behaviour at playtime continues to be disruptive, they may be excluded for the duration of playtime or they may spend break inside in a safe /supervised place.

Children may have their lunch routine swapped so they are removed from their peers.

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Key Stage 1

In the case that a KS1 child fits the extreme behaviours mentioned above, we would in the first instance put in place an internal exclusion. An internal exclusion will include restorative and supportive work with the individual to help improve behaviour moving forward.

A fixed term exclusion would only be applied if the child failed an internal exclusion.

Key Stage 2

If a child receives 6 red marks in a half term or displays any 'dark orange' behaviours detailed in the behaviour ladder (Appendix 1), then this will result in an internal exclusion. The child will be removed from the classroom for half of the school day and complete work that has been allocated by the class teacher with a member of senior management. The child's parents will be sent a letter upon receiving 5 red marks, which will explain the risk of internal exclusion. They will also be informed before the internal exclusion takes place.

If a child receives three internal exclusions in a term or displays any 'red' behaviours detailed in the behaviour ladder (Appendix 1), then the child may be considered for an external fixed period exclusion. A meeting with the child's parent or carer, class teacher and Head Teacher will be scheduled to discuss this further.

Any external exclusion will be carried out in line with the school's Exclusion policy.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. In some cases, where a pupils behaviour is not improving a request for service may be made to Early Help and external support providers and panels. This will be done in consultation with the parents/careers.

A calm learning environment is of paramount importance. If a child's behaviour continually impairs the quality of learning and does not respond to the sanctions listed above it may be necessary to exclude that child for a set number of days. In certain extreme circumstances it may even be deemed necessary to exclude the child permanently.

Reporting Behaviour

If a behaviour incident incurs a red mark or a more serious consequence, this is then recorded on 'My Concern' online system. This ensures that behaviour is logged appropriately and relevant staff have access to the information.

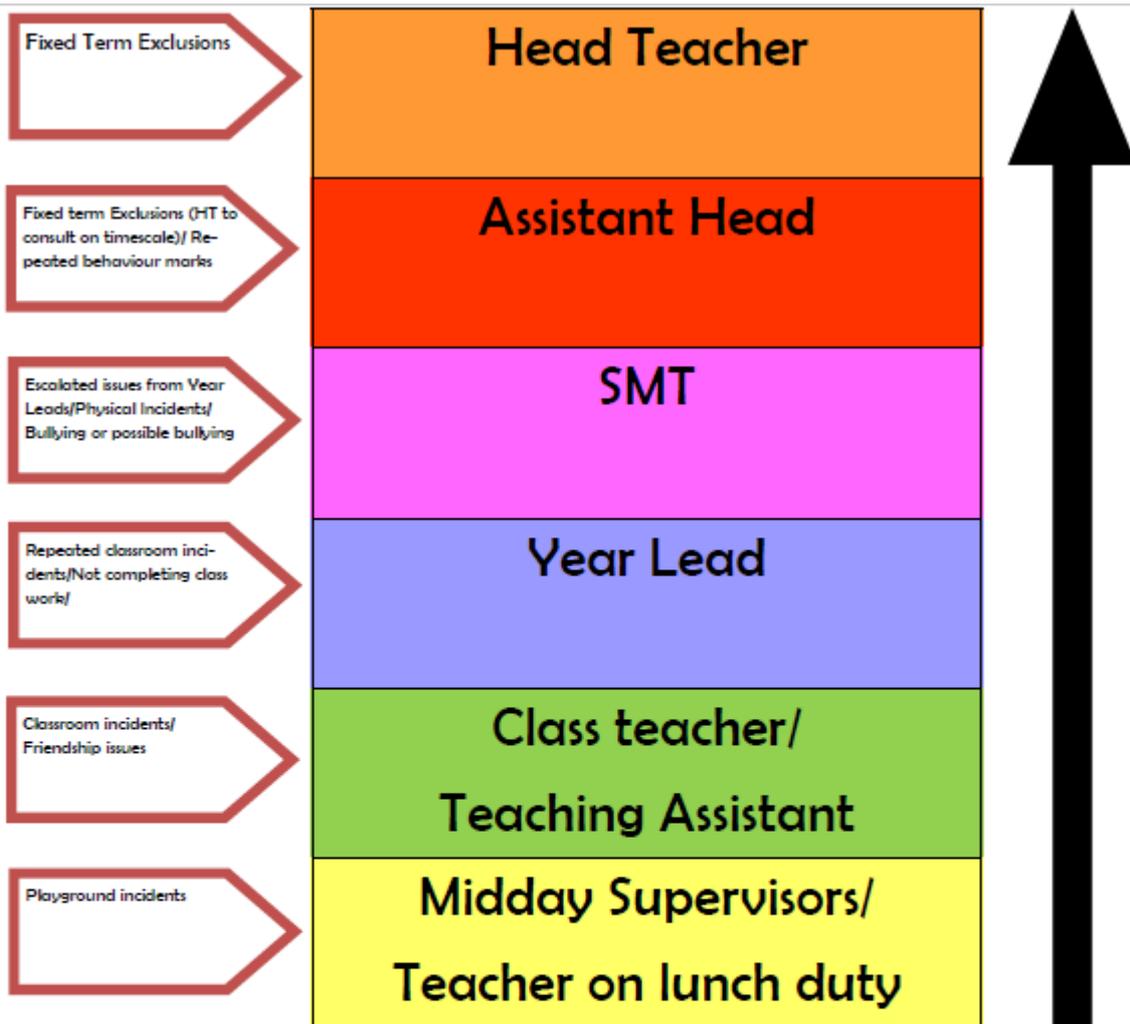
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When recording on 'My Concern', staff must clearly state 'Behaviour' in the summary line, followed by a short overview of what happened.

Appendix 1 – Behaviour Ladder

	<u>Behaviour</u>	<u>Reward/ Sanction</u>
Class teachers	<ul style="list-style-type: none"> ✓ Trying your best in class ✓ Trying your best with your learning ✓ Following instructions ✓ Being kind to your peers and adults ✓ Working together ✓ Being cooperative, sharing equipment 	<ul style="list-style-type: none"> ✓ Stickers ✓ Teacher stamps ✓ Achievement certificates ✓ KS1 Shooting Star ✓ KS2 stickers/ certificates on class system
Class teachers and Midday Supervisors	<ul style="list-style-type: none"> • Disruptive behaviour- talking leaving your chair, not on task, distracting others from learning • Using inappropriate language • Intentionally rough play 	<ul style="list-style-type: none"> • Verbal warning using the class system in KS1 (raincloud/ thundercloud) • Once on thundercloud loss of break time, 5 minutes blocks (can earn time back) • KS2 warning (name moved down on class system) • Discussion with an adult
Class teachers and Midday Supervisors	<ul style="list-style-type: none"> • Swearing at a peer • Rough play resulting in someone being hurt • Repeatedly carry out any of the 'yellow' behaviours, despite warnings 	<ul style="list-style-type: none"> • Total loss of playtime (cannot earn time back) • Inform parent or carer (contact diary or phone call) • KS1- Thundercloud and loss of playtime • KS2- Red mark and loss of playtime
SMT	<ul style="list-style-type: none"> • Damage to property- pulling displays off of the walls, tearing up work, hitting or kicking property • Throwing objects across the room or at staff and peers • Climbing on anything that isn't climbing equipment • Extended period of disruptive behaviour- over 30 minutes (disrupting others learning) • Rough play resulting in injury (visible mark) • Inappropriate contact towards a peer (of any degree/force) • Leaving the room without permission • Make racially derogatory comments- or insult someone because of their religion, culture or race • Repeatedly carry out any of the 'light orange' behaviours, despite warnings 	<ul style="list-style-type: none"> • Straight to SMT • KS2- automatic red mark • Letter to parents • Internal exclusion
SLT	<ul style="list-style-type: none"> • Reliably witnessed, intentional physical assault- kicking, punching, biting, scratching, spitting, pinching, etc/aggressive language/behaviour towards adults or children • Failing an internal exclusion- refusal to complete tasks, disruptive behaviour • Swearing at any adults • Refusing to go into class/wandering the corridors • Repeatedly carry out any of the 'dark orange' behaviours, despite warnings • Witnessed by an adult or a number of their peers 	<ul style="list-style-type: none"> • Meeting with parents • Fixed period exclusion

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****Children in exceptional circumstances (decided by SMT/SLT) will be able to skip certain steps if agreed upon by all parties****

These steps must be adhered to in order to make sure all issues are dealt with and escalation is effective. Information on who is the correct member of staff to deal with your issue will be available from outside the SMToffice