

# Bishop Henderson Church of England Primary School



## Behaviour Policy

### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2026	Headteacher	September 2026

### Ratification

<b>Agreed by Governors On</b>	<b>February 2026</b>
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### Vision Statement

At Bishop Henderson Church of England Primary School, we are committed to equality of opportunity in line with the Equality Act of October 2010. We endeavour to make a positive contribution to the whole community by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

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## **Ethos**

The SLT and staff believe that high quality behaviour and self-regulation are essential for learning and that this is underpinned by children developing positive relationships with members of the school community; positive recognition and consistency in the way ALL staff deal with intervention on behaviour. Staff MUST have high expectations of pupil's and their own behaviour at all times and encourage pupils to make good behaviour choices.

## **Aims**

As a school we aim to:

- Positively promote self-regulation and socially acceptable behaviour.
- Provide a calm, safe and caring atmosphere for our learners.
- Ensure that all members of our school community are treated with consistency and fairness and set high expectations for all.
- Enable and guide children in self-regulating of their behaviour, therefore developing sound social skills and the ability to choose between right and wrong.
- Recognise the needs of the individual and ensure that the adaptations and flexibility are applied to this policy when needed, dependent on individual circumstances.

## **Responding to and encouraging positive behaviour**

### **Staff will:**

- Model positive behaviour and the creation of positive relationships at all times based on school rules of '*Be Kind, Be Safe, Be Responsible*'
- Use the 'Going for Gold' behaviour systems consistently to both promote good behaviour and sanction negative behaviour
- Use positive praise to reinforce good behaviour
- Identify specific children each week who have demonstrated exceptional behaviour linked to one of the schools 3 key values and reward with a Star Certificate in the Friday celebration service.
- Identify specific children for exceptional examples of learning and award a certificate in the Friday celebration service.

### **Recognition and rewards may include:**

- Verbal praise
- Non-verbal praise- display of work etc.
- Being placed in the Green Zone
- Gold tokens
- Governor Awards for exemplary behaviour over a term
- Certificates to recognise work in line with school values
- Sharing work with class, other staff or Headteacher
- Having work displayed on the 'Wonder Wall'
- Recognition in the newsletter or on school's social media sites
- Notifying parents through informal means/parents' evenings

## **Responding to and discouraging negative behaviour:**

### **Staff Will:**

Use the sanction process explained below:

- Verbal warning
- Name moved to the red zone
- Continued negative behaviour can result in an order mark
- Order mark will result in loss of a minimum of 15 minutes of break/lunch time. This will take place in library, in view of the office, or if the office vacant, outside the Headteacher's office. Further order marks during the half term will result in periods of missed break/lunch time which will be increased based on the number of incidents, order marks received and severity of the incidents.
- In addition, a 2<sup>nd</sup> order mark in half term will result in a letter to parents and meeting with a member of SLT
- 3<sup>rd</sup> order mark in half term will result in the child being out of the house and unable to earn house points. The child will be issued an Out of House record card which will be signed off by a member of staff after each session.
- Out of House cards will initially last for two weeks and then be reviewed by the class teacher and a member of the SLT. If behaviour has improved, the child's behaviour card is stopped. If behaviour has not improved, the behaviour card will continue for a further two weeks. A child who is Out of the House is unable to earn house points, take part in house events, including awards and has any roles or responsibilities, such as Sports Leader, removed.
- Once a child has been issued an order mark they cannot earn back their lost break time but they can work towards being moved to the green and gold zone. This is to ensure that a consistent consequence exists for negative actions
- Ensure that, after negative behaviour, the context is investigated and witnesses are sought to establish exactly what happened and restorative justice principles are applied.

### **Restorative Justice**

Restorative Justice is a system used to ensure that victims needs and feelings are dealt with whilst others take full responsibility for their actions. Example prompts and questions are:

- What happened? What were you thinking? What were you feeling?
- Who else has been affected by this and how did it affect them?
- What you need to do now to that the harm can be repaired?

### **Cause for Concern**

Every week, during our safeguarding meetings, children causing concern are raised as a standing agenda item. The needs of any children are raised and discussed and all staff will be informed by meeting minutes and team meetings to ensure that everyone is aware. This ensures that staff on duty at break time are fully aware of any children with issues at the time.

### **Child on child sexual violence and sexual harassment:**

As a school, we will:

- Respond to all reports and concerns of child on-child sexual violence and sexual harassment including those that have happened outside of the school premises, and/or online
- Take seriously any allegations of sexual harm or harassment and ensure both safety and support for those involved.
- Consider carefully whether children involved require internal school support, Early Help or statutory service referral, act appropriately and record all decisions

## Individual Behaviour Records

- In certain circumstances, an ongoing record of behaviour incidents will be kept about a pupil. If this is the case, parents will be informed and steps discussed to help the pupil improve their behaviour.
- Advice from external agencies may be sought. Parents will be advised of the start of this process and will be fully involved wherever possible.
- The Headteacher will maintain a behaviour log. Any serious incidents involving physical restraints will be recorded in a bound book that is kept in the main office.

## Unacceptable behaviour and its consequence

Action	Consequence
Disruptive behaviour or refusal to follow instructions	Verbal warning, placed in red zone, losing part of break time/completing unfinished work, being sent to another class.
Persistent disruption or persistent refusal	As above but also: Referral to SLT/Headteacher, parents informed
Verbal abuse of pupils	Referral to class teacher, use of restorative justice, sanction as appropriate following policy
Physical abuse of pupil	
Repeated physical or verbal abuse of pupils, bullying or any form of dangerous behaviour	Referral to Headteacher/SLT use of restorative justice, parents informed, meeting with parents, missed break/lunch time, possible fixed term suspension
Verbal and/or physical abuse to staff	Referral to Headteacher/SLT, meeting with parents, missed break/lunch time, possible fixed term suspension
Stealing or wilful damage to school property (1 <sup>st</sup> Incident)	Referral to Headteacher/SLT, missed break/lunch time
Stealing or wilful damage to school property (repeated incident)	Referral to Headteacher/SLT, meeting with parents, missed break/lunch time, possible fixed term suspension
Bringing Weapon/harmful substance to school	Referral to Headteacher/SLT, meeting with parents, missed break/lunch time, possible fixed term suspension

## Bullying

The school identifies bullying as separate from other forms of unacceptable behaviour as it:

- **Involves dominance of one pupil by another or group of others**
- **Is pre-meditated**
- **Usually forms a pattern of repeated behaviour, rather than a single incident**

The staff endeavours to be alert to all signs of bullying and always acts firmly and promptly against it if allegations of bullying are sustained. The children are educated in how to form good relationships that have mutual respect; they are also taught what bullying is and how they should act if they feel they are victim of it.

If an allegation of bullying is made, or if staff believe that bullying is taking place, the following course of action will be followed:

1. Follow the principles of restorative justice to investigate the alleged incidents.
2. If allegations are sustained, the child/children involved will be sent directly to the SLT, who will deal firmly with those involved, in accordance with the rest of the policy and inform parents where appropriate.
3. If allegations cannot be proven and need further investigation, then both the victim(s) and aggressor(s) should be sent to SLT for further investigations. If allegation is found to be true, then the above steps will

With Courage, flourish. With Compassion, we care. With Creativity, we learn be followed. If there is no firm evidence, then the situation will be closely monitored for a period of time. Parents will be informed.

4. If allegations are proven to be untrue, staff will investigate why false allegations have been made and consider if there are other concerns or problems that need solving. SLT will be informed

Failure to respond to allegations or evidence of bullying may be interpreted as condoning this behaviour. As with bullying, any form of racial or sexual harassment is totally unacceptable and will be treated seriously and dealt with firmly, following the policy steps outlined above.

### **Restraint**

Members of staff should ONLY ever restrain a child if they believe:

- The child poses a potential risk of harm to staff or other children
- The child poses a potential physical risk to him/herself and should therefore be prevented from possibly hurting him/herself
- The child is damaging school property
- The child is attempting to leave the school grounds and may place him/herself in danger

### **Procedure leading towards fixed-term suspension and permanent exclusion**

The decision to issue a fixed-term suspension or a permanent exclusion to a child should only be taken following serious breaches of the school's policy; i.e. allowing the pupil to remain in school will have a serious negative impact on the education or welfare of the pupil or other members of the school community.

Only the Headteacher (or a member of SLT in the Head's absence in consultation with the Headteacher where appropriate) can take the decision to issue a fixed-term suspension or a permanent exclusion to a pupil.

Fixed-term suspensions and permanent exclusions should only be used if all other options have been exhausted. Bishop Henderson School follows all guidance as set down by the DfE Exclusions Guidance. Please see the school's Exclusion policy for further details.

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**Bishop Henderson Out of House Card**

**Appendix A**

- Pupils need to be on the report for 2 weeks
- Sessions should be marked with a happy, medium or sad face depending on behaviour
- The number of smiley faces needed for successful weekly completion needs to be set with the child. This can vary
- Needs to be reviewed at the end of the week by the head teacher

Pupil Name				Date Started			Date Ended		
Day	Session						Comments		
	1 <sup>st</sup> Morning	Break	2 <sup>nd</sup> Morning	Lunch	Afternoon				
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
<b>Head/SLT review and Comments</b>									
Is the report card to be continued for another week? Y/N									

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