

Bishop Henderson Church of England Primary School



Behaviour Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	November 2023	Headteacher	November 2024

Ratification

Role	Name	Signature	Date
Chair of Governors	Martyn Day		
Head Teacher	Chris Lane		

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

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 schools 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 re-inforce good behaviour
- Identify specific children each week who have demonstrated exceptional behaviour linked to one of the schools 9 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 schools 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 red zone
- Continued negative behaviour can result in an order mark
- Order mark will result in loss of 5 minutes of break time. Sent to a member of SLT
- 2nd order mark in half term will result in letter to parents and meeting with a member of SLT
- 3rd order mark in half term will result in the child being out of house and unable to earn house points. Child will be issued a behaviour card which will be signed off by a member of staff after each sessions.
- Behaviour card will last for two weeks.
- Once a child has been placed on the red zone they cannot earn their lost break time back 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 staff 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 ensure that staff one 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 premise, and or on-line
- 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 Logs

- 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, possible fixed term exclusion
Verbal and/or physical abuse to staff	Referral to Headteacher/SLT, meeting with parents, possible fixed term exclusion
Stealing or wilful damage to school property (1 st Incident)	Referral to Headteacher/SLT, loss of break time
Stealing or wilful damage to school property (repeated incident)	Referral to Headteacher/SLT, meeting with parents, possible fixed term exclusion
Bringing Weapon/harmful substance to school	Referral to Headteacher/SLT, meeting with parents, possible fixed term exclusion

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. Complete a behaviour form including what was said by parents, if appropriate
3. If allegations are sustain, 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.
4. 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 be followed. If there is no firm evidence, then the situation will be closely monitored for a period of time. Parents will be informed.
5. If allegations are proven to be untrue, staff will investigated 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 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 schools Exclusion policy for further details.

