

# Behaviour Policy

Policy Adopted by Governors on: \_\_\_\_\_

Policy Last Reviewed on: \_\_\_\_\_

Policy Due for Review on: \_\_\_\_\_

## **A Purpose of the policy**

- To ensure that everyone in the school feels respected and valued.
- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- To encourage all members of our school community, children, parents and carers, staff and governors to share in the responsibility for maintaining a positive, safe, healthy and respectful school ethos and environment.
- To ensure that all equal opportunity issues are considered in all aspects of policy and procedures.

## **B Our expectations of everyone involved within our school**

At Bonneville we strive to ensure that our school is a happy and welcoming place for all. We strongly believe that everyone within our school community has a responsibility to help foster a positive atmosphere and have a duty to help children maintain good behaviour at all times.

**This policy sets out clear expectations for the whole school community, but also recognises that all children are unique. For this reason, strategies will be applied with flexibility allowing for the professional judgement of staff to be applied.**

After a period of consultation involving parents, children, governors and staff, we have developed a 'School Community Agreement' which states:

'At Bonneville we aim to create a calm and nurturing environment, where our high expectations of behaviour are clear for all members of the school community. We try and prepare children for life beyond Bonneville by consistently encouraging and rewarding positive behaviour.'

We strive to create a school where all children and adults are valued and respected. We celebrate the diversity of our school community and see this as one of our many strengths. As a school we are committed to treating children and adults with equality and respect and we will refuse to accept any forms of intolerance or bigotry towards others.'

A full copy of the 'School Community Agreement' can be found in Appendix 1.

The school has clear set of rules which are displayed in each classroom and which are referred to and discussed in assemblies on a regular basis. They are:

- Do be respectful to everyone
- Do be Honest

- Always try your best
- Do look after property
- Do be gentle
- Do listen to everyone

## **C Our promotion of good behaviour**

We have clear strategies in place throughout school to help generate positive behaviour at all times. Much emphasis is placed on high quality PSHE (Personal, Social and Health Education) which is delivered on a weekly basis in each class and also within daily assemblies. Children are taught to respect differing needs and backgrounds, including those relating to religious and cultural differences, sexuality as well as those with special educational needs. When problems arise we are committed to dealing with incidents in a consistent and fair manner. Developing an atmosphere of mutual respect is a key priority us within our school.

### **Strategies used to promote good behaviour include:**

- Praise and encouragement on a regular basis
- Work commended and shared with other children and classes
- Child sent to Phase Leader, Assistant Head, Deputy or Head with work showing effort or excellence
- Stars or stickers (Class based)
- Weekly 'Celebration Assembly' where trophies and certificates are given out for such things as good attitude to learning or good behaviour
- House Points system in place across the school, earned for positive attitude or behaviour
- Learning mentor support 1:1 or in groups
- Modelling of positive behaviours by all members of staff
- Working with outside agencies; e.g. Kennington Park Bridge to School

It is important to note that this 'modelling' of behaviour is an expectation of all adults in school: those who work here or parents and carers who are visiting school premises at the beginning or end of the day. We believe that this can have a massive impact on further developing the positive ethos that we wish to maintain at Bonneville.

### **D If these expectations are not met, what do we do?**

Firstly, and most importantly, we talk to the children and explain to them why their behaviour is unacceptable, and give them an opportunity to redress the wrongdoing. This may include a verbal and/or written apology.

There is a clear series of sanctions so that children know what to expect. Our 'Behaviour Pyramid' (see Appendix 2) highlights the steps taken with those children whose behaviour is of a more serious concern. These steps are described in more detail below:

1. Verbal warning (Reminder of rules and consequences)
2. Movement of the pupil within the class
3. Possible time-out, quiet time in another class to calm down and reflect, or being kept in for a playtime or lunchtime detention. At this point a child's actions would be recorded in the class or playground behaviour file.
4. **Class teacher level**- If a child's name appears in the behaviour file more than 3 times, a meeting is held between the class teacher and the parents or carers of the child. . A learning mentor may also become involved at this stage and may support a child via a 'behaviour group' or give some support for a child within class. Information will be given to parents on how their child will be supported to behave appropriately, so that parents can reinforce this work at home.
5. **Phase Leader level**- If there is continuing concern about the child's behaviour, the child will be referred to the Phase Leader, Christine Boyle, Martine Auton, or Rebecca Hughes. They will initiate the process of producing a 'Behaviour Agreement' based on a standard model agreement (See Appendix 4 ). The child will be issued with a daily report card and asked to get this checked and signed by the Phase Leader each day
6. **Deputy Headteacher level**- If there is no improvement, the child will be referred to the Deputy Head, Andrea Parker, and a meeting with the parents will be arranged so that the consequences of continuing failure to meet expected standards of behaviour will be made clear. The child will then be asked to report to the Deputy with a report card for regular checks each day.
7. **Headteacher level**- If the child fails to meet agreed targets for improved behaviour, then the Headteacher will become involved, and the possibility of exclusion will be considered.
8. **Exclusion**- If the child persists with unacceptable behaviour , then the Headteacher, may have to issue a fixed term or permanent exclusion.

Only the Headteacher or member of senior staff acting in his/ her place (with a written agreement in place) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent one, if the circumstance warrants this. The

Headteacher informs the local authority and the Governing Body about any permanent or fixed term exclusions.

A less extreme form of exclusion may be considered: e.g. an internal exclusion whereby a child remains in school but learns away from his/ her class. School staff should consult with parents but do not need to report this in the same way as a fixed term or permanent exclusion.

## **E Dealing with different types of incidents**

Some incidents of a serious nature need to be dealt with immediately. If a child uses physical violence, or persistent abuse, including racial, religious or homophobic abuse, or does anything which creates danger to self or others, then that child will need to be removed from the class, group or playground. The child will be brought to the office to be dealt with by senior management. It is important to explain to the children how we have dealt with particular Incidents.

If a child is in possession of any illegal substance, or anything which is intended as a weapon, this should be taken from the child, and the incident reported to a member of the senior leadership team. In some very serious cases exclusion may be the only option. Examples of the different types of sanctions used depending on the type of incident are highlighted in Appendix 5. It should be noted that the final decision in terms of how best to deal with an incident rests with the Headteacher who will in some cases seek advice from the local authority.

In the event of a serious incident, those involved will be asked to discuss the incident with the Deputy Headteacher, or the Headteacher, in a quiet place, to establish what happened. Children and adults will be given every opportunity to explain what happened. Important details will be recorded. At a meeting with parents, targets for improved behaviour will be discussed and agreed. Parents will be kept fully informed of their child's progress in achieving these targets.

## **F Restraint of pupils**

Physical restraint and the use of force is a last resort and should only be used in exceptional circumstances. Guidelines for this are included in the appendix. It is essential that all incidents involving restraint are recorded and monitored. The following is an extract from the Education Act DFE 1996 (see Appendix 6):

'Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground, and;
- Restrain a pupil at risk of harming themselves through physical outbursts.'

Please read Appendix 5 for further information in terms of the use of restraint.

## **G Bullying**

Bullying of any kind is unacceptable in our school. We take bullying very seriously. All teaching and support staff, pupils, parents and governors should have a clear understanding of what bullying is. It is expected that anyone who knows that bullying is taking place will inform a member of staff, who will be able to take appropriate action, so that all incidents are dealt with promptly and effectively. Pupils and parents should be assured that they will be supported when bullying is reported.

### **What is bullying?**

Bullying can take many forms:

- Physical: punching, kicking, hitting, pushing or other violence
- Verbal : name-calling, teasing, laughing, spreading rumours, using threatening language
- Emotional: being unfriendly, being deliberately unkind, excluding, playing practical jokes

These actions may include elements of a racist, sexist or homophobic nature. They may also involve text-messaging, e-mail or other misuse of technology.

There are characteristics which often distinguish bullying from other incidents of physical violence, or verbal or indirect abuse. These should be taken into account when deciding the appropriate response to a particular incident.

- Persistent and sustained over time
- Targeted at a particular individual or group
- Intention to harm
- Premeditated or deliberate
- Involvement of a group of children or gang

- Covert or hidden, often taking place in areas less easily supervised

Children are taught about the impact of bullying through assemblies and PSHE lessons on a regular basis. Time is also spent discussing and explaining with the children what constitutes bullying, e.g. persistent and deliberate abuse. This is in contrast to an isolated incident of name calling in the playground which would not be classed as bullying and which would be dealt with in a different manner.

### **Signs and Symptoms of bullying:**

Although incidents of bullying may be reported by a child or his or her parents, bullying is not always easy to detect. Staff should watch out for other signs and symptoms that bullying may be taking place. Further investigation may be necessary if any of the following indicators are observed:

- Child appears withdrawn or sad
- Child is reluctant to talk about incidents
- Child is reluctant to come to school or class, or to go to the playground or toilets
- Child has poor attendance and unexplained absences
- Child has few friends or is isolated in class or playground
- Child displays a change in behaviour
- Child bullying other children or siblings
- Change in attitude to work
- Child has damaged or missing possessions, including money

### **Prevention of bullying:**

Bullying is best prevented by providing an ethos where children are encouraged to be supportive of each other, and to understand the consequences of their actions on others. This is developed in school through work in PSHE and circle time, including the use of our 'values' themes each month. All staff are involved in ensuring that children feel confident that they can discuss openly any matters of concern which they may have.

### **Procedures:**

When an incident of bullying is reported it should be dealt with in line with our general policy on behaviour. The children involved will discuss their actions with the member of staff dealing with the incident, with the intention of achieving reconciliation and the prevention of further incidents. If the member of staff investigating the incident considers that it is bullying, the details of the incident should be recorded. Children involved will be warned about the consequences of their behaviour. The intention is to provide support to bring about a positive change in the bully's behaviour, but appropriate sanctions may be used to emphasise the serious nature of bullying.

If the bullying is repeated, this should be reported to the Phase Leader, who will discuss the incidents with the children and their parents. A commitment to future conduct will be agreed at this meeting, and this will be monitored over a set period of time. The headteacher will be informed of the details of this agreement. A Learning Mentor will be responsible for ensuring that all members of staff working with the children involved are aware of the situation, and that they provide feedback on the effectiveness of the agreement.

If the bullying still continues, the child and his or her parents will meet the Deputy Headteacher to discuss the serious consequences of failure to meet the agreed standards of behaviour. This includes the possibility of exclusion. A formal warning letter may then be given by the headteacher.

## **H Recording of Incidents**

In order to ensure consistency, staff should record behaviour which is a matter of continuing concern. Phase Leaders, or Senior Management will use these records in discussions with the child and parents. This is usually done via our 'Behaviour File' system. These are located in each classroom and in each playground to record incidents of poor behaviour.

## **I Implementation and Expectations**

School rules and a copy of the Behaviour Pyramid will be displayed in each classroom and other public areas, and will be a consistent part of discussions with the children about the ways in which we behave towards each other in our community. A copy of the behaviour policy is available to view on our website.

### **Expectations of children**

All of the children at Bonneville are expected to come to school with an attitude that is going to support an ethos of respect and safety for all. If an incident takes place in the playground which involves another child using physical or verbal abuse, children are expected to go straight to a member of staff on duty who will deal with the incident appropriately. We ask that children do not retaliate as this often leads to an escalation of events.

### **Expectations of Parents and carers**

In terms of supporting the implementation of our behaviour policy and our high expectations of attitude and conduct, we anticipate that parents and carers will play a key role in this. When attending meetings or communicating with school staff we would expect adults to listen respectfully to our staff and support the sanctions laid out in this policy.

As previously mentioned in terms of expectations of children in school, we ask that parents do not instruct children 'to hit back' when incidents of aggressive behaviour from another child take place. Children are told to ask an adult to intervene immediately if an event of a physical nature

occurs. This means that issues will be dealt with and problems will not escalate if an adult is there to help. We would ask that parents and carers are consistent with their advice to their children in line with this part of school policy.

Parents are not allowed to reprimand a child from another family in the playground. Any such approaches will be recorded by the school as they have safeguarding implications. Incidents of poor behaviour should be reported to the school to deal with.

### **Expectations of school based staff**

School based staff will be asked to treat all children fairly and with consistency. We would expect adults to listen to children's and parent's concerns and act on them in a professional manner in order to resolve any incident of poor behaviour that is witnessed or brought to light. Any relevant information relating to incidents outside of the classroom during playtimes or lunchtimes should be passed on to the relevant class teacher or member of the Senior Leadership Team. Any incident that needs to be reported to parents or carers should be done at the end of the school day at pick up time or via a telephone call at the earliest opportunity.

### **Expectations of Governors**

The Governing Body support the school in all principles and roles set out above. It does not condone bullying of any kind in school. It monitors all incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies. It will respond to any formal complaint from a parent/ carer in line with our Complaints Procedure.

## Appendices:

1. School Community Agreement
2. Behaviour Pyramid
3. Behaviour Agreement
4. Sanctions
5. Guidelines for restraining pupils

## Appendix 1

### School Community Agreement- draft Jan 2012.

At Bonneville we aim to create a calm and nurturing environment, where our high expectations of behaviour are clear for all members of the school community. We try and prepare children for life beyond Bonneville by consistently encouraging and rewarding positive behaviour, whilst making the importance of following rules clear.

We strive to create a school where all children and adults are valued and respected. We celebrate the diversity of our school community and see this as one of our many strengths. As a school we are committed to treating children and adults with equality and respect and we will refuse to accept any forms of intolerance or bigotry towards others.

We ask that everyone supports these requests below in order that we can maintain the positive environment of which we are rightly proud:

- Please do not use mobile phones in school or in the playground unless it is an emergency
- Please support the rules and expectations of our school at all times
- Try and attend any parents meetings to ensure that you are aware of their progress and targets. This will help you support their learning at home
- Do not use bad language towards school staff or in front of children
- We expect all school staff to be treated with respect
- If there is an issue that you are concerned about, please speak to your child's class teacher or a member of the leadership team. Do not confront other parents or children in the playground
- Please ensure that your child comes to school on time each day and that their attendance is the very best it can be
- We expect that all children will attend school trips including those which visit places of a religious nature. We want all children to understand a variety of world religions and this is an important part of helping them do this.

By accepting these requests, you will be actively supporting school staff to help maintain the positive ethos and environment of Bonneville Primary school. We hope this will help your child to flourish in school and encourage them to grow up into confident, independent and caring individuals.

**We thank you for your support**

**Exclusion:**

At this stage you will be excluded with the possible involvement of the Local Education Authority.

**2  
weeks**

**Action by Headteacher:**

The headteacher will meet with parents/ carers and a warning letter will be given to them .

**2  
weeks**

**Action by Deputy Headteacher:**

If there is no significant change to your behaviour or attitude then your parents/ carers will be asked to meet the Deputy Headteacher. You will be given a red report card and asked to report to her each day.

**2  
weeks**

**Action by Phase Leader or Assistant Headteacher:**

If your behaviour still does not improve, the Phase Leader will call parents/ carers in for another meeting. A yellow report card will be issued and a Behaviour Agreement will be signed by everyone including YOU.

**2  
weeks**

**Action by class teacher:**

**If your behaviour does not improve, your class teacher will call parents/ carers in to school for a meeting.**

**Action by teachers or teaching assistants:**

**If you are not following our school rules and your name appears in the behaviour files 3 times, this means that you will move 1 step up the behaviour pyramid.**

**Appendix 3**

**Behaviour Agreement (Example)**

Between \_\_\_\_\_ and Bonneville Primary School

School Targets	Targets for _____
<ul style="list-style-type: none"> <li>• We will make school a safe and happy and interesting place to be.</li> <li>• _____ will be praised for success in achieving his/ her targets.</li> </ul>	<ul style="list-style-type: none"> <li>• I will not be violent or abusive towards anyone at school.</li> <li>• I will follow the instructions of the adults who are responsible for me while I am at school.</li> <li>• If I feel upset about anything, I will take time to calm down, or I will speak to an adult.</li> </ul>

I have read this agreement and understand the targets that I have been set, as well as the importance of achieving them. I am aware that failure to meet these targets will have serious consequences, and may result in my exclusion from Bonneville Primary School.

Signed: \_\_\_\_\_ (Child) \_\_\_\_\_

(Parent/ Carer) \_\_\_\_\_

(Teacher) \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

## Appendix 4

Examples of sanctions to deal with different types of behaviours:

Behaviour	Type of sanction
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Ignoring an instruction (1<sup>st</sup> time)</li> <li>• Poor attention and listening</li> <li>• Distracting others from working</li> </ul>	Verbal warning
<ul style="list-style-type: none"> <li>• Being rude to an adult</li> <li>• Continued reluctance to complete work in a lesson</li> <li>• Ignoring instructions (several times)</li> <li>• Using unkind language towards others</li> </ul>	Detention (morning break or lunch break)
<ul style="list-style-type: none"> <li>• Wilful damage to equipment</li> <li>• Using bad language</li> <li>• Aggressive behaviour towards other children (racist/ homophobic language)</li> <li>• Stealing</li> </ul>	Discussion or meeting with parents
<ul style="list-style-type: none"> <li>• Bullying or cyber-bullying</li> <li>• Persistent disrespect to children or adults</li> <li>• Wilful damage to property</li> <li>• Physical violence against a child in the playground</li> <li>• Constant disruption in class</li> <li>• Dangerous behaviour on a trip</li> </ul>	Internal exclusion (spending a day in school away from rest of class completing work)
<ul style="list-style-type: none"> <li>• Persistent threatening behaviour or repeated bullying</li> <li>• Physical violence against a member of staff or severe verbal abuse</li> <li>• Bringing dangerous items or objects to school</li> </ul>	External exclusion

**\*These are a range of examples of sanctions used within school, however school staff must use these with discretion based on each individual pupil and incident.**

## Appendix 5

### Guidelines for Restraining Pupils

#### 1. What is reasonable force?

- 1) The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring the pupils.

#### 2. Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspectors Act 2006).
- 2) This power applies to any member of staff at school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### 3. When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, or from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes- to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment- **it is always unlawful to use force as a punishment.**

### 4. Power to search pupils without consent

- 1) In addition, to the general power to use reasonable force described above, headteachers and authorised staff can use force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.