



Behaviour Policy

Approved by the Governing Body on	15 th July 2021
Review date	Summer 2022

Aims

To maintain a safe, inclusive and respectful environment in which learners feel safe so that they can learn effectively; including learning about relationships and respect for others by:

- Promoting high expectations of behaviour
- Supporting and teaching learners to manage their behaviour and make positive behaviour choices
- Working with families to promote good behaviour
- Promoting consideration and respect for the rights of others
- Modelling positive relationships and good manners Providing stimulating learning opportunities

Supervision

"The presence of staff is a more effective way of obtaining good behaviour than the punishment of those caught misbehaving while unsupervised."

Before and after school: The school operates a one-way system before and after school, with one member of staff stood on each gate.

Each morning, the classroom teacher will greet the learners at the door.

Learners attending breakfast club will be escorted back to their classroom, each morning, at 8.50am.

Mid-morning break: Learners will be supervised by two members of staff during playtime. KS1 and Lower KS2 (Y3/4) will have their playtime at 10.15am; Upper KS2 (Y5/6) will have their playtime at 10.30am.

Lunch time: Lunchtime Supervisors supervise learners at lunchtime.

Routines

All teams in school will have a set of routines that are strictly adhered to, detailing what the expectations for learners are e.g. lining up, drinking from water bottles. These will be agreed with the DHT.

Teachers should:

- Take time at the beginning of term to 'train' learners to become efficient in managing resources and their own learning.
- Display the Classroom Rules and refer to them regularly.
- Discuss Classroom Rules during P.S.H.C.E. / Circle Time.
- Target a particular behaviour each week that the whole group will work to develop and provide rewards for those who succeed. (i.e. break the overall desired end down into smaller steps and build it up one thing at a time). *Time spent reinforcing these behaviours early in the term is not time wasted!*

Bowesfield Primary School Rules

At the start of each lesson (or learning session), the following rules will be read out by the learners in KS1 and KS2. The teacher will read out the rules in Reception, and they will be introduced to learners during their time in Nursery.

The following will be applied at all times to ensure consistency through school.

RULES	EXPECTATION
I do as I am asked first time.	<ul style="list-style-type: none"> Learners respond appropriately to any given instruction by any adult in school.
I speak politely and kindly to everyone.	<ul style="list-style-type: none"> Learners will speak to everyone in school in a polite and friendly manner.
I keep my hands and feet to myself.	<ul style="list-style-type: none"> Learners will not make physical contact with any pupil or adult in school.
I listen carefully when other people are speaking.	<ul style="list-style-type: none"> Learners will look at an adult when they are speaking with them.
I put my hand up when I want to speak.	<ul style="list-style-type: none"> Learners will put their hand up to answer a question or make a request.
I work and talk quietly and let others concentrate on their work.	<ul style="list-style-type: none"> Learners will work as instructed by the adult. Learners will only use their own equipment, unless instructed differently by an adult. Learners will stay in their seat at all times in the classroom, unless instructed otherwise.
I always do my best and try to finish my work on time.	<ul style="list-style-type: none"> Learners will complete the work set by an adult within the set timescale. Learners' work will be of a high standard. Please refer to presentation expectations guidance.
I help look after our school and other people's work and belongings.	<ul style="list-style-type: none"> Learners will not damage school property. Learners will not deface their own or other learners' work. Learners will not touch other learner's property.
I walk in the corridors and the classroom.	<ul style="list-style-type: none"> Learners will walk around school. Learners will walk in a single file, on the left-hand side, when led by an adult. Learners will walk silently when led by an adult.

All staff will use 'Team, stop' to gain pupils' attention.

Staff will use the language of '**choice**' and stress that learners must choose to either behave in an acceptable manner or accept the consequences. At all times, learners are encouraged to '**fix**' their behaviour so that no further consequences need apply.

When a pupil has broken a school rule, staff will use the following:

Name, that is a warning. Please choose to put hand when you want to speak. Fix it.

Rewards

- Learners can earn tokens for demonstrating positive behaviour in Reception, KS1 and KS2. The tokens will be placed into a class box. One learner will be drawn from the box at the end of the morning session and will choose a prize; this process is repeated for the afternoon session.
- In Nursery, one learner will be chosen as the star of the morning. This will be repeated on an afternoon.
- Each week, two learners are chosen as the 'Shining Star' from each class to win the Bowesfield badge. The criteria for winning the badge is: 100% attendance, no behaviour consequences and to have read each night (Monday, Tuesday, Wednesday and Thursday as a minimum).
- Each week, one learner is chosen to win the Head Teacher's badge. Throughout the week, staff will nominate learners who have been exceptional.
- Each day, two learners from each class will be chosen to 'jump' the lunchtime queue.
- Learners who have demonstrated exemplary behaviour (no minutes) throughout the term will be rewarded with a behaviour party with the PSA and DHT for hour on the last day of each term.
- Learners who have demonstrated exemplary behaviour (no minutes) throughout the year will be invited to participate in an end-of-year reward e.g. cinema/bowling

EYFS Consequences

Learners will be given a verbal warning. If the behaviour continues, learners will be given a timeout. The length of the timeout will be personalised to the individual learner.

KS1 and KS2 Consequences

Consequences must be applied at all times. Learners cannot earn the time back.

Step	Consequence
1	Warning
2	5 minutes missed playtime or lunchtime, writing lines*.
3	10 minutes missed playtime or lunchtime, writing lines*.
4	Isolation from class.

	Staff will call for another member of staff in their team to escort the learner to the designated isolation class. The incident to be logged on CPOMS by the class teacher. The learner will start a two-week monitoring behaviour chart.
5	If the learner refuses to go to isolation or causes an issue in isolation, call for the DHT.
6	If the learner refuses instructions from the DHT, the DHT will call for the HT.
7	If the learner refuses instructions from the HT, the learner will be excluded for a fixed period of time.

Pupils will copy the lines from the board or a laminated sheet.

*If the learner is unable to write lines, they will be provided with an appropriate alternative by the classroom teacher e.g. letter formation.

If a learner receives 'minutes' before playtime, they will complete the lines at playtime in the minutes room (this will be on a rota in KS1 and Lower KS2 and Upper KS2). If the learner receives 'minutes' before lunchtime, they will complete the lines at lunchtime with the DHT in the Y5 classroom. If the learner receives 'minutes' during the afternoon, they will complete them during the following playtime.

If a learner is absent, the consequence will apply on their return to school.

If a learner breaks the rule 'I keep my hands and feet to myself' at playtime or lunchtime, the following consequences apply.

KS1	One day missed playtimes (playtime and lunchtime), writing lines.
KS2	Two days missed playtimes (playtime and lunchtime), writing lines.

There are other additional consequences in KS1 and KS2 for the following, with learners being isolated from their class for the following length of time.

Consequence	Reason
Instant 5 minutes missed playtime, writing lines.	<ul style="list-style-type: none"> • Name calling • Spitting on the floor • Passing messages • Lying to a member of staff
Immediate Isolation	<ul style="list-style-type: none"> • A violent act or the threat of violence • Use of racist, homophobic or offensive language • Refusing or disrespecting a member of staff • Walking away from a member of staff when being spoken to.

Please note: the consequence begins from the time it is applied. Here are some examples below.

- A learner is isolated from class at 2pm. The learner will return to class at 2pm the next day.
- A KS1 learner breaks the rule 'I keep my hands and feet to myself' at lunchtime at 12.45pm. They will be allowed to play out again at 12.45pm the following lunch time.

Isolation

If it is deemed necessary for a learner to complete a period of isolation, they will work in another classroom in school away from their peers.

All classrooms will have a table and chair at the back of the class for a pupil in isolation. Each class will only have one pupil in isolation. At times, it may be necessary for a class to have two.

Isolation for EYFS pupils will be based upon the stage of development of the learner.

Registration Class	Isolation Class
Nursery	This will be managed internally by Nursery staff.
Reception	Nursery
Y1	Y2
Y2	Y5
Y3	Y6
Y4	Y1
Y5	Y3
Y6	Y4

Isolation Rules

1. Stay in your seat.
2. Complete the isolation pack.
3. Do what the teacher asks you.
4. Do not talk to anyone else.
5. Work in silence.

All learners will have an isolation report card (Appendix 1). Learners must pass 5 consecutive sessions before returning to class. If the learner fails two consecutive sessions in isolation, the learner will be excluded.

Any misbehaviour on the way to isolation will result in the learner failing the first session.

Staff will provide learners with a pack of work to complete. It is the responsibility of the member of staff to provide a pack of work that is sufficient for the learner. Learners will be supported to catch up with any lost learning as a result of isolation in the same way as if they had a period of absence.

Management of Behaviour Charts

If a learner reaches stage 4 of the consequence steps, they will start a behaviour chart (See Appendix 2).

The classroom teacher will decide, with support from the DHT, the school rule that the learner needs to improve and include this on the behaviour chart. The classroom teacher and DHT will also set the pupil a numerical target to achieve each day.

For each session, the teacher will use a traffic light system (green, orange and red) to inform the learner how well he/she has done. Each colour is worth a fixed amount of points. The maximum number of points each day is 18.

- Green = 2 points (no minutes – pupils are allowed a warning)
- Orange = 1 point (5 minutes)
- Red = 0 points (10 minutes)

A learner must 'pass' 10 consecutive days, before the behaviour chart ends. Once a learner has passed 10 consecutive days, the DHT will sign off the behaviour chart.

Staff can stamp or put a sticker next to the total for the day, if the learner has passed. No other rewards will be given.

A behaviour chart can also be started if the DHT decides a period of monitoring is required.

Issues at Play Time and Lunch Time

Staff will resolve issues at playtime and lunchtime, applying consequences as necessary.

If a learner receives a consequence at playtime or lunchtime, they will be escorted to the designated minutes room.

Record Keeping

Classroom Teachers must record all incidents of unwanted behaviour on the classroom tracker (Appendix 3).

If a learner is removed from class, the classroom teacher must log the incident on CPOMS and inform the parent at the end of the day or by phone call.

At the end of each day, the classroom teacher will upload a learner's behaviour chart to Tapestry so that the parent/carer knows how well their learner is doing at school.

Beyond the School Gates

School will not deal with out of school behaviour when it is a parenting (e.g: a learner not following instructions at home) or supervision (e.g: a learner has gone to play somewhere that they shouldn't) issue.

School will deal with out of school behaviour when it has a direct consequence on another learner from school (e.g: a learner hurts another learner) or brings the name of the school into disrepute (e.g: a learner is behaving in an anti-social way). In these instances, if the behaviour is reported to school, a consequence will be given in line with school policy.

Special Educational Needs and Disability

We recognise that for a small number of pupils, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour.

If a more personalised approach is needed, an individual behaviour plan will be agreed between the pupil, staff and parents.

The support of outside agencies will also be sought where appropriate.

Bowesfield Primary School will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers.

Exclusion

Decisions regarding exclusion are considered to be very serious and are made by the Headteacher. Incidents are considered case-by-case, taking into account the learner's needs and the reasonable adjustments which have been made. Any exclusion must stand up to scrutiny that it is reasonable, proportionate and fair.

Power to Use Reasonable Force

School staff can use reasonable force as a last resort if necessary to control or restrain pupils to:

- prevent them from hurting themselves or others
- prevent them from damaging property
- prevent them from causing disorder

Use of any physical control or restraint must be in the best interests of the learner – to keep them or others safe. Where physical control or restraint has been used, this is recorded on CPOMS and parents are informed.

Searching and Screening

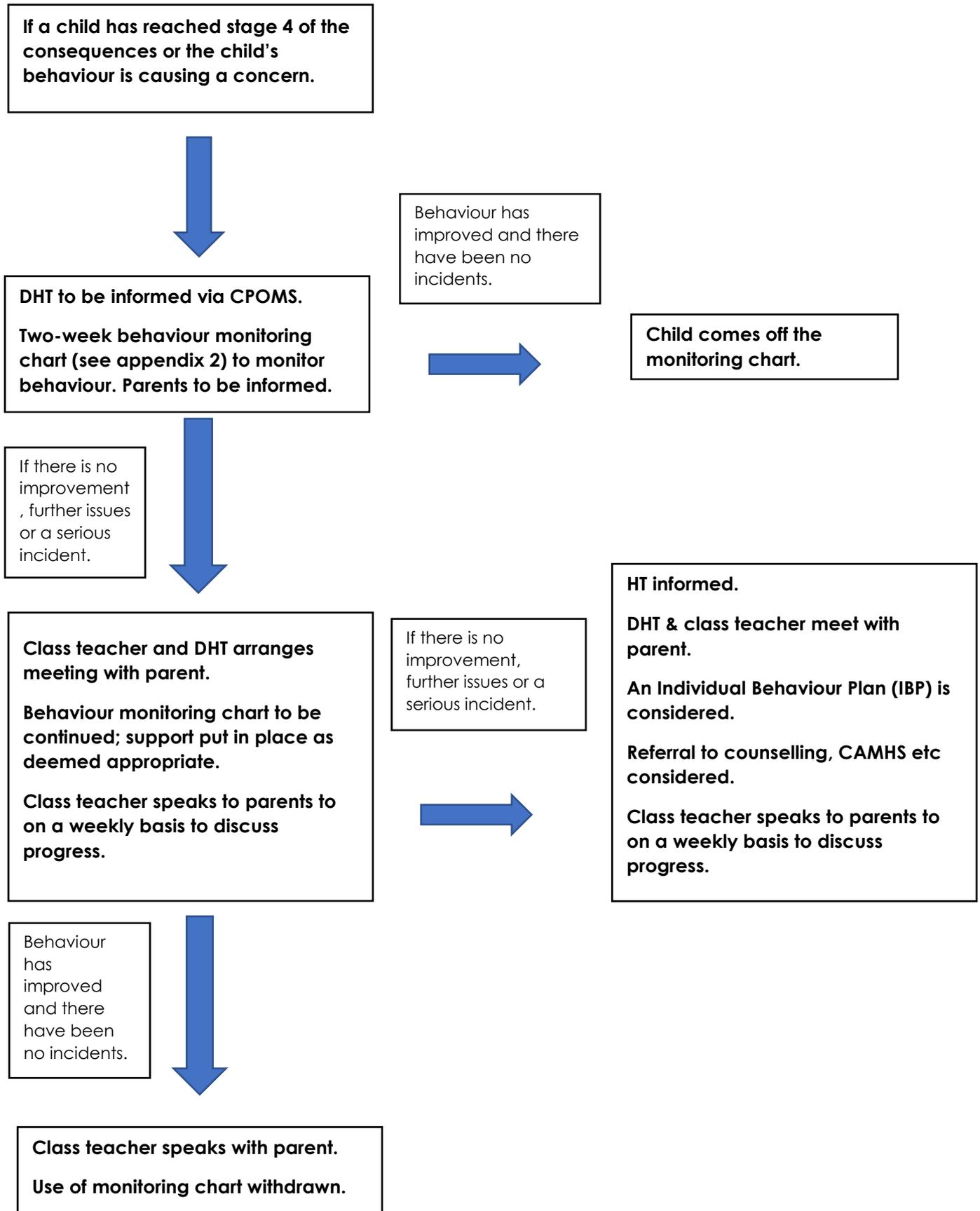
School staff may search a learner with their consent e.g. by asking them to empty their pockets, bag or tray.

If there are reasonable grounds to suspect that a learner may have a banned item with them (a knife or weapon, alcohol, illegal drugs or stolen items), staff may search without consent. However, they must have a witness (another staff member) and if possible both staff should be the same gender as the pupil being searched. If there is no suitable member of staff available, the Headteacher must be consulted about how the search can be organised.

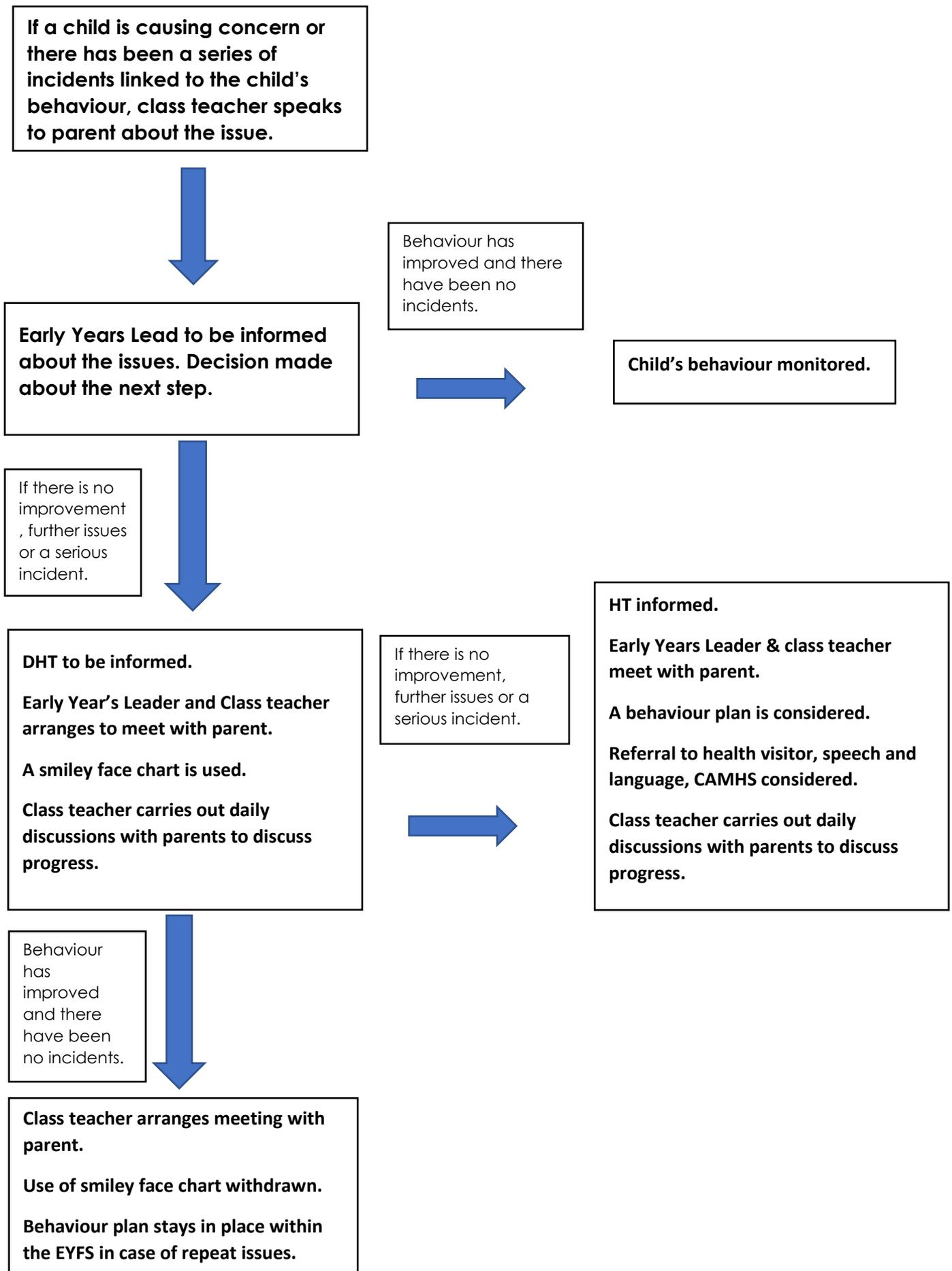
Safeguarding

It must be considered whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Intervention Procedures for Pupils with Persistent Behaviour Concerns



Intervention Procedures for EYFS Pupils with Persistent Behaviour Concerns



Appendices

Isolation Report Card

Date	
Name	
Reasons for isolation	

You must pass 5 consecutive periods before you are allowed to go back to class.

If you fail 2 consecutive periods, you will be excluded.

Isolation Rules

1. Stay in your seat.
2. Complete the isolation pack.
3. Do what the teacher asks you.
4. Do not talk to any else.
5. Work in silence.

Morning

8.50 – 9.30	9.30 – 10.00	10.00 – 10.30	10.45 – 11.15	11.15 – 11.45	11.45 – 12.15

Afternoon

1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.05

Out of Class

Break	Lunchtime

Name:							Week Beginning:					
The behaviour I will improve:							Target each day:					
8.50 9.30 10.00 10.30 10.45 11.25 12.15 1.00 1.30 2.00 2.30 3.05												
Monday												Total
Tuesday												Total
Wednes- day												Total
Thursday												Total
Friday												Total

Class Behaviour Chart for: (class name)

Week Beginning:

Name	Monday			Tuesday			Wednesday			Thursday			Friday		
Child A	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM
Child B	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM
	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM
	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM
	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM
	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM
	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM	AM1	AM2	PM

