



“CREATIVITY, RESPONSIBILITY, RESPECT, AND HAPPINESS”

BLUE COAT CE VA PRIMARY SCHOOL

Behaviour Policy 2018

Committee responsible for this policy	Teaching and Learning committee
Policy initially approved by FGB	June 2013
Policy reviewed/amended	4 th July 2016: 4 th June 2018
Policy review term	Biennial
Policy due for review	2020



Statement of Intent

To set out the school's policy and procedures for how behaviour is promoted and managed within the school.

Aims of the Policy

This policy aims to:

- ❖ develop a whole school behaviour policy, supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values;
- ❖ outline procedures that create a caring, supportive atmosphere in which teaching and learning can take place in a safe and happy environment;
- ❖ highlight the values and attitudes as well as the knowledge and skills which will promote responsible behaviour, encourage self-discipline and encourage children to respect themselves and others;

Rights - Ensuring Equal Opportunity

- ❖ Teachers have the right to expect and obtain standards of behaviour appropriate to everyone's needs
- ❖ Teachers and children have the right to work in a positive classroom atmosphere
- ❖ Teachers have the right to establish clear expectations and routines in their classroom which may be agreed with children at the start of the year
- ❖ Children have the right to expect firm, fair and consistent treatment from their teachers and school staff
- ❖ Parents have the right to expect firm, fair and consistent treatment for their children
- ❖ All parties have the right to have such expectations supported and promoted by the Headteacher and Senior Leadership Team

Expectations of Behaviour

Blue Coat CEVA Primary School has high expectations of its pupils, wherever they are representing the school. These are explicitly outlined by our Core Christian values. We expect all pupils to outwardly enact these values for the benefit of others: **Respect, Responsibility, Creativity and Happiness**. For example

- Good manners are demonstrated at all times
- Due attention and respect is paid to the requests and demands made by supervising adults
- Mutual respect for others is practised
- The safety and wellbeing of self and others is treated with the highest importance
- Respect is exercised for the property of self and others

- Grievances or witnessing of such are always reported to a member of staff
- Actions are taken so as to prevent bullying
- Physical violence (which includes kicking, hitting, spitting, throwing things and biting) is unacceptable
- Verbal aggression (which includes swearing, abusive, insensitive or obscene language, racial slurs and gestures) is unacceptable
- Items banned from the school site are not brought into school (See Appendix 1)
- Expectations surrounding punctuality and attendance (as per the **School Attendance Policy**) and the order of appearance (as per the **School Uniform Policy**) are met

These expectations have been formulated with the safety and well-being of every member of our school community in mind, enabling the school to function efficiently and effectively as a place of learning.

Positive Consequences

We aim to encourage children to exercise good behaviour by recognising that there are positive consequences to positive behaviour. The school promotes positive behaviour through a vast range of methods as outlined in the school's **Anti-bullying Policy**. Children are regularly recognised and celebrated for their academic and non-academic achievements, effort, attitudes and dispositions – most of which will be dependent on their (good) behaviour. These celebrations include:

- ❖ Values tokens and vouchers
- ❖ Communal recognition in weekly celebration worships as a 'Star Achiever'
- ❖ Award of the school's FA (Friendship & Achievement) Cup
- ❖ Public recognition on the school website or school newsletter
- ❖ Non-school uniform days
- ❖ Certificates (i.e. Star Achievers and Play Stars)
- ❖ Team points for the school House system
- ❖ Whole school rewards

Moreover, daily strategies used by staff are founded in positive behaviour management strategies where exemplary behaviour is recognised and praised. This can be verbal but also reinforced by class-based systems serving to underline high expectations of children's behaviour.

Negative Consequences

Unfortunately, there will be times when a child's behaviour falls short of the school's expectations. Pupils will sometimes need guidance and support in ascertaining where the boundaries of acceptable behaviour lie. Sanctions for unacceptable behaviour will be applied in a progressive way when children do not meet the school's expectations.

Minor breaches of behaviour are those that generally contravene the expectations set out in the class contract/charter/code of conduct. These are usually dealt with by the class teacher, teaching assistant or other adult in a caring, supportive and fair manner, with some circumstantial flexibility regarding the age of the child, nature/frequency of the incident etc. Each case is treated individually on a fair case-by-case basis. The school strives to always make children aware that they are responsible for their own actions and that behaving outside of the school's behaviour expectations will have negative consequences. Normal sanctions include:

- ❖ a verbal reprimand or reminder of expected behaviour
- ❖ moving to sit alone
- ❖ sending incomplete work home
- ❖ writing letters of apology
- ❖ a loss of responsibility

In class, each time a child chooses not to follow their class charter, they will be made aware of their behaviour by a member of staff and they will have explained to them what they need to do in order to correct their behaviour. If a child receives **three verbal warnings in close succession (i.e. a day)** the child is then subject to the school's Citizenship Charter which is outlined in more detail in Appendix 4. Assistant Headteachers will keep a record of the incidents that have resulted in the child facing consequences of C-3 or higher (i.e. a **major breach** of the school's behaviour policy).

Parents will be involved at an early stage if problems are persistent or recurring. Very occasionally a child may exhibit behaviour which is unacceptable and is not responsive to the procedures and sanctions as set out in the school's policy. In these circumstances, a **Behaviour Improvement Plan** may be used to encourage changing an individual child's behaviour. This plan will be written in collaboration with all parties concerned, identifying up to three SMART targets for a child, along with the support required from school and parent/carers in order for the child to make successful improvements in their behaviour.

Major breaches of discipline are outlined in Appendix 3 as C-3 and beyond, which includes:

- ❖ Physical attacks and fighting
- ❖ Bullying behaviour (See school **Anti-bullying policy** for a definition)
- ❖ Racism or other active discrimination
- ❖ Verbal abuse
- ❖ Deliberate damage or stealing of property
- ❖ Persistent and intentional disruptive behaviour in class
- ❖ Leaving the school premises without permission

This type of behaviour is generally rare and it is the responsibility of Senior Leaders to deal with such instances seriously, particularly if the problem is recurring.



Concerning behaviour manifested by any child will always be fully investigated, taking into account the views of all involved and witness to the behaviour. Where major breaches of behaviour are experienced, or persistent minor breaches, then safeguarding concerns may be raised and investigated. In this instance the school will follow the procedures set out within the school's **Safeguarding Policy**.

Appendix 3 outlines the school's current Citizenship Charter, which details the progressive positive and negative consequences of pupils' behaviour in detail.

The Role of Parents/Carers

In order for the school's behaviour policy and procedures to be effective, we ask that parent/carers:

- ❖ Recognise that an effective school behaviour policy requires close partnership between parents, teachers and children
- ❖ Support the school's position when dealing with negative behaviour in a fair and firm fashion
- ❖ Discuss the school's behaviour expectations with their child, emphasising their support of them and assisting when possible with enforcement of these behaviours at home
- ❖ Attend parent consultations and any informal arrangements made by the class teacher to discuss the child's behaviour and wellbeing
- ❖ Understand and respect that learning and teaching cannot take place in the absence of good behaviour for their child **and** the child's peers

Positive Handling & Physical Intervention

All teachers and teaching staff will work to mitigate challenging behaviour and avoid its escalation. However, when children are behaving in a way that is putting both themselves and others at risk, staff may use positive handling techniques so as to maintain the safety of the child and those around them. Please see the school's **Positive Handling & Physical Intervention policy**.

Behaviour Incident Log

The school maintains a confidential electronic record to identify behaviour trends over time. This data is monitored by school leaders and governors to inform decision-making processes surrounding, for example, site access or playtime supervision etc. Only major breaches of behaviour are recorded in the log.



Midday Supervision

The same standards of behaviour are expected of the children at lunchtime as at all other times of the school day. At lunchtime, supervision is carried out by our Play Team members.

These members of our staff are expected to ensure that all children are behaving appropriately and to apply the school's expectations of behaviour to each individual case. Usually, this consists of giving up to **three verbal warnings** (See Appendix 3) in a lunchtime period for (minor) unacceptable behaviours and reminding children of the standard of behaviour required. The Play Team will liaise with staff if and when children's behaviour falls below set expectations. After three verbal warnings at lunch time, the child's name will be passed to the child's teacher so as to face the consequences set out within the school's Citizenship Charter.

Major breaches of behaviour, as previously mentioned, during the lunchtime period will require immediate involvement by the school's senior leaders upon notification by the Play Team member.

Cross Referenced:

Cc: Safeguarding Policy, Anti-bullying Policy, Positive Handling & Restraint Policy, Attendance Policy, Equal Opportunities Policy

APPENDIX 1

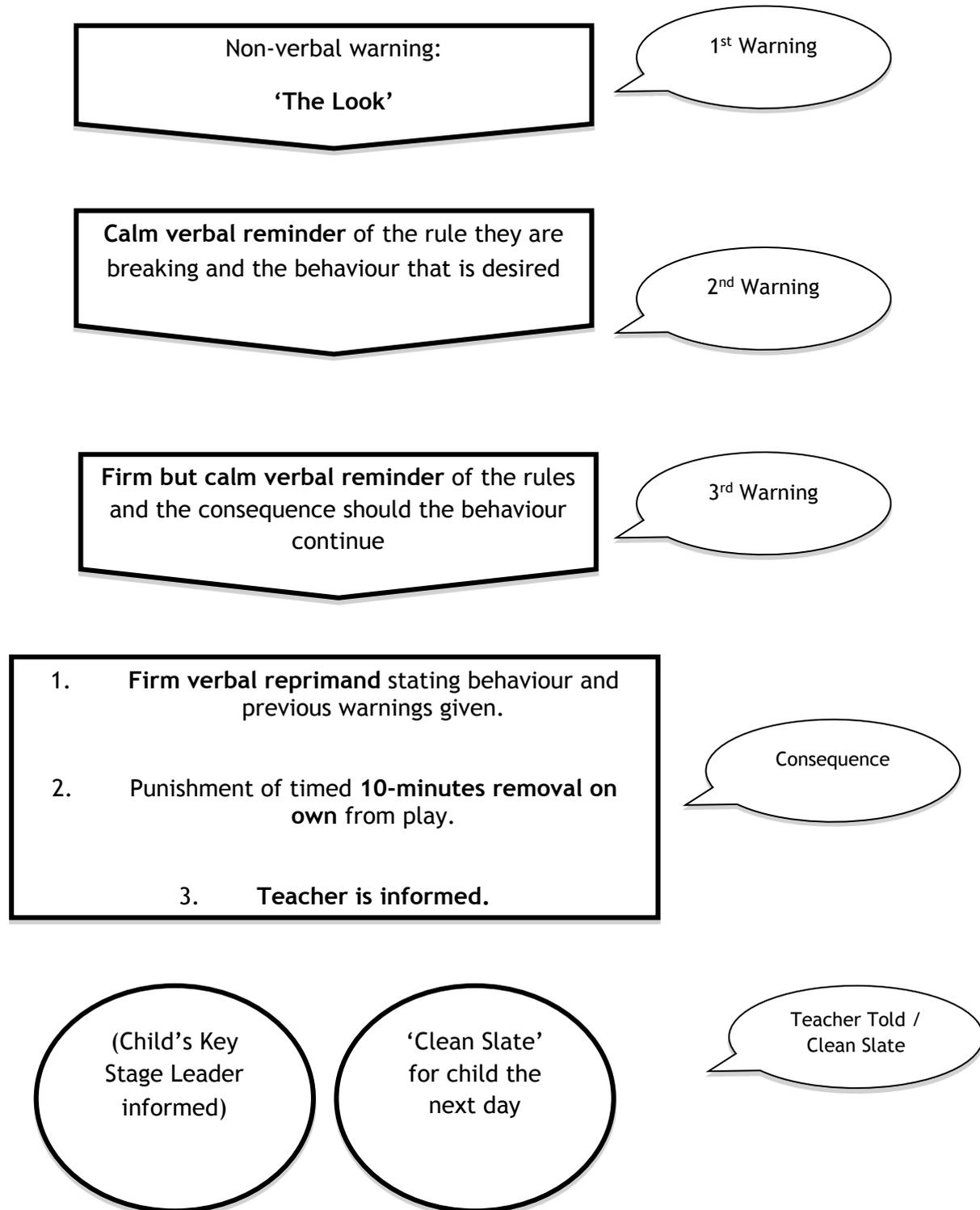
LIST OF ITEMS BANNED WITHIN SCHOOL

For the guidance of pupils and parents the following things are specifically banned and should not be brought onto the school site:

- ❖ cameras
- ❖ mobile phones (unless stored by the teacher during school hours and not operated on the school site at any time)
- ❖ sweets/soft drinks
- ❖ bubble gum or chewing gum
- ❖ materials of an adult or older peer group nature i.e. computer games, DVDs, books etc
- ❖ use of skateboards, scooters and bike on school grounds (pupils are to respect the rules set out for the school site in terms of use and storage)
- ❖ knives or any other object that constitutes a weapon
- ❖ expensive toys
- ❖ trading collectibles and playing cards
- ❖ jewellery (except for studs and watches)
- ❖ hair accessories which are of a bold, indiscrete nature i.e. fascinator-style hairbands
- ❖ any make-up
- ❖ clothing that is not part of the school uniform (and, on non-school uniform days, items of an inappropriate nature)

- ❖ any other items which are deemed to be dangerous or cause disputes between pupils

APPENDIX 2 Play Team Flowchart for Minor Behaviours:





APPENDIX 3

Our Citizenship Charter – Consequences & Rewards

Blue Coat CEVA Primary School

Our Citizenship Charter

Our school ethos is to value the actions of those children who promote and improve the wellbeing and community spirit of our school. We do these mainly through acting on our core Christian values of **Happiness, Respect, Creativity** and **Responsibility**.

We have decided to reward those children who are good citizens of our school by them living out our *Christian values*:

*-Working hard to make others **Happy***

*-Showing **Respect** for people and their surroundings*

*-Sharing their **Creativity** with others*

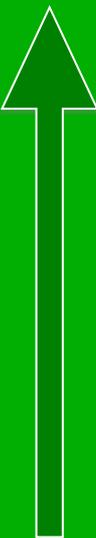
*-Taking **Responsibility** for other people*

At Blue Coat, 'others' or 'people' means anyone: children, staff and anyone else we share the planet with!

In the chart below we show the **Rewards (R)** for children who regularly live out these values in our school community.

It also shows the **Consequences (C)** for children whose actions fall below our high expectations and have a damaging impact on the wellbeing and spirit of our school. The list gives only some examples of these actions.

This document has been agreed by staff and Governors with input originally from pupils



REWARDS

Your behaviour will be rewarded by our Values Tokens when we see the values being used to help others.

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Tokens will be collected into the school's jars weekly and celebrated in a Friday worship

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When 2 jars are filled then a whole school reward **related to the value** will be presented to the school.

Positive behaviour may **also** be rewarded by:

- praise from adults
- part of a Star Achiever nomination
- stickers, pebbles and other class incentives
- postcards home
- extra responsibilities
- ...and more

Level 1 Consequences 	C-1 	<ul style="list-style-type: none"> • Your uniform is not complete or is not worn correctly • You have not been taking part in learning • You have shown bad manners • You have been running in school 	<ul style="list-style-type: none"> • You will receive a verbal warning by an adult in school
	C-2  	<ul style="list-style-type: none"> • There is no improvement at C-1 or... • You have hurt someone without meaning to by careless actions eg running in corridors, swinging play equipment carelessly • You have repeatedly attended school late or not completed or handed in home learning late • You have caused minor damage to someone else's property • You mean to be disruptive in school • You have called other children unpleasant names 	<ul style="list-style-type: none"> • You will receive a break-time detention • Key Stage 2 children will write a letter of apology to whoever has been hurt • Key Stage 1 children will either write a letter or will draw a picture to apologise to the person they have hurt. Parents will also be informed at the end of the day either verbally or in written form

	<p>C-3*</p>   	<ul style="list-style-type: none"> • You have repeated behaviour at C-2 level again within <u>5 school days of the last time or...</u> • You have seriously hurt someone without meaning to through dangerous, thoughtless or careless actions • You have been very rude to an adult in school, including lying to them • You have spat at someone • You have been involved in a 'minor scuffle' – pushing/shoving/tripping etc 	<ul style="list-style-type: none"> • You will receive a lunchtime detention • Your parents will be informed • Your behaviour will be noted in the school behaviour log for C-3 incidents • Your behaviour will be closely monitored for 5 days. Repetition or further incident in this time will lead to C-4
	<p>C-4*</p>    	<ul style="list-style-type: none"> • You have repeated behaviour at C-3 level again within <u>5 days of the last time or...</u> • You have behaved badly at C-3 detention • You have physically attacked another pupil or have been fighting with a pupil • You have been swearing • You have taken something that doesn't belong to you • You have caused significant damage to someone else's property • You have made a serious (verbal) threat of intending to hurt someone in our school 	<ul style="list-style-type: none"> • You will receive a lunchtime detention with school leaders for 3 days • Your parents will be informed. If school property has been damaged then they may be asked to pay for it • Day 1 – You will write a letter (or draw a picture) for the person you have hurt. You will also do this for your parents to explain your behaviour • Day 2 – You will make amends for your actions in and around school • Day 3 – You will make amends for your actions in and around school • Your behaviour will be closely monitored for 4 weeks. Repetition or further incident in this time will lead to C-5.
	<p>C-5*</p>     	<ul style="list-style-type: none"> • You have repeated behaviour at C-4 level again within <u>4 weeks of a previous incident or...</u> • You have been bullying another child/children (bullying also includes cyber-bullying) • You have been involved in a violent outburst that has scared or caused pupils and/or staff to feel threatened • You have been involved in a serious fight or led a physical attack on a pupil • You have left the school site without permission 	<ul style="list-style-type: none"> • Your parents will be asked to come into school to discuss your behaviour with leaders • You will receive an internal suspension from lessons - you will spend time on your own, away from other pupils for a minimum of one school day • The school may consider informing the police if cyber-bullying has taken place • Your behaviour will be noted in the school behaviour log • Your behaviour will be closely monitored for the remainder of the academic year in school. Repetition or further incident in this time may lead to C-6

	<p>C-6*</p> 	<ul style="list-style-type: none"> • You have repeated behaviour at C-5 level again this academic year or... • You have meant to show racist or discriminative behaviour • You have touched someone inappropriately • You have been involved in a serious fight or led a physical attack on a pupil resulting in visible (moderate) injury • You have organised and taken part in a serious fight • You have been part of an out of school incident which affects life in school or the school's reputation 	<ul style="list-style-type: none"> • You will receive a fixed term exclusion: you will not be allowed on the school site for a period of time and will learn at home • Your parents will be informed • The school will consider informing the police if the law has been broken • Your behaviour will be noted in the school behaviour log and the Local Education Authority will be notified • Your behaviour will be closely monitored for the remainder of the academic year in school. Repetition or further incident in this time will lead to C-7
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	<p>C-7</p> 	<ul style="list-style-type: none"> • There is no improvement at C-6 or... • Your behaviour may have broken the law • You have physically attacked a pupil resulting in significant injury or attacked a member of staff with intention to hurt them 	<ul style="list-style-type: none"> • You may be permanently excluded – this means that you will be asked to leave our school • Your parents will be informed • The school will consider informing the police if the law has been broken • Your behaviour will be noted in the school behaviour log and the Local Education Authority will be notified
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Notes:

- If a child has wilfully avoided telling the truth in an attempt to avoid consequences then the level of the resulting consequence may be reconsidered at a higher level.
- Specific circumstances will be taken into account in each incident and consequences may be adjusted accordingly in light of these.
- Leaders may consider revoking a pupil's privileges in light of repeated poor behaviour i.e. representing the school as a Future Leader, school sports, enrichment visits etc