



SCHOOL BEHAVIOUR POLICY

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School Behaviour Policy

1. Introduction

This policy sets out a behaviour profile for the whole school community, which includes children, parents and staff. It is a policy designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. These qualities are exemplars of good behaviour and are encouraged and rewarded within our children.

This policy identifies specific behaviour that is deemed unacceptable within our school community. It is intended to recognise characteristics of poor behaviour before it becomes unacceptable and to apply appropriate support and intervention in order that behaviour will improve.

Persistent and sustained unacceptable behaviour is not tolerated within our school community. This policy sets out the specific circumstances where sanctions will be applied, including a fixed term or permanent exclusion from the school where necessary.

We want our school to always be a safe and happy environment where children can learn effectively and develop good social skills, supported and encouraged by our teachers and parents, in conjunction with our Home/School Agreement.

The Bath and Wells Multi Academy Trust and School Governing Body reviews this policy annually during the summer term.

Rationale

At Bishops Lydeard Church School we have high expectations of the children's behaviour. We expect our pupils to behave at all times in a manner consistent with our school vision and values. Our policy is to provide a consistent and positive framework, which outlines how we should all act towards each other.

Aims

- To develop in children a sense of self-awareness and responsibility for their own actions.
- To create the conditions for a motivated, orderly and happy community in which effective learning can take place.
- To promote and foster mutual respect and empathy for others and for the environment.
- To promote and foster self-control and courtesy.
- To manage feelings and respond appropriately

2. Expectations

We expect everyone within our school community to practice our core values of respect, endurance and friendship and to behave within our School Golden Rules against which behaviour is evaluated.

Vision and Values

Our vision and values are at the heart of everything we do. Our chosen values of respect, endurance and friendship underpin our teaching and learning and provide an environment which prepares our children to be confident, happy citizens.

Vision

Bishops Lydeard Church School is a Christian school which recognises and values the uniqueness of every child helping all on their journey to experience and achieve life in all its fullness. Through the enduring Christian values of respect, endurance, friendship, love and care our ethos brings light to our pupils and guides our path together.

Values

Respect, endurance, friendship, love and care.

School Golden Rules

We show **friendship** - being kind and gentle with each other.

We use language that is considerate and encouraging to others.

We **respect** everyone and everything in our school.

We know when to listen and when to talk.

We are always polite and well mannered

We show **endurance** in our learning and our efforts to succeed together.

3. Rewards for good or improving behaviour

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour. Across the whole school we use a sunshine and raincloud behaviour system which is clearly visible in each classroom.

Children are rewarded for demonstrating behaviours in the School Golden Rules. Every day every child begins on the sunshine.

Children who demonstrate or encourage examples of excellent behaviour in themselves or others are recognised for their personal development and achievement.

This can include:

moving up on the behavior chart from the sunshine/rainbow/cool shades;

verbal praise,

house points,

raffle tickets,

teacher awards,

certificates;

and whole school announcements in Gold Book / newsletter;

Golden Time

The child's parent may be informed.

4. Sanctions for poor behaviour

Level One

Where poor behaviour is demonstrated and practised, this will receive swift and positive attention by school staff. If children choose not to behave in line with the School Golden Rules an initial warning will be given and if the poor behaviour continues then the adult will move the child's name down on the behavior chart onto the clouds. The clouds consist of two moves - white cloud and grey

cloud - before a child then moves on to the thundercloud. Repeated occurrence of behaviour will mean that the child will move across the clouds until they end up at the thundercloud. Those on the thundercloud will have a sanction - detention during the next day's morning playtime supervised by a member of the Leadership team.

The incident will be recorded and evaluated and, where appropriate, support will be given to address the identified breach of this behaviour policy. The child's parent may be informed verbally or in writing of the incident.

Reasons for moving down on the behaviour chart are provided as examples in Appendix A. If the behaviour /incident is severe then the child can go straight to the thundercloud.

Those children that have been moved to the thundercloud will have a detention during the next day's morning playtime. If a child has been on the thundercloud, s/he will be unable to get back to the sun, due to the severity of the bad behaviour, but if a child is on the white cloud or grey cloud, s/he can make their way back to the sun by making good choices and showing good behaviour.

At the end of the day all children will move back to the sun and start afresh the next day.

Level Two

Consequences for repeated / continuous poor behaviour (involvement of leadership team and parents)

2A. If a child is repeatedly getting on the Thundercloud and have had more than three detentions in the space of a half term then a 'For information letter (Letter A)' would be sent from the leadership team to the parents. A copy of the letter will be stored on the school's management information system. The child may be placed on report for a fixed period to support the individual and to better identify the vulnerable times.

2B. If there is repeated serious bad behaviour, the child will again be sent to the Head teacher (or the Deputy Head teacher, in the HT's absence) and a sanction will be put in place to reflect the severity of the incident and the circumstance, which led up to the behaviour. Another letter (Letter B) will be sent to the parents requesting that they make an appointment to discuss the matter with the Head teacher or Deputy Head teacher. A copy of the letter will be stored on the school's management information system.

2C. If there is continued serious bad behaviour, the child will be sent to the Head teacher, or, in their absence, the Deputy Head teacher and it will be likely that a fixed term exclusion will be imposed, once the fully circumstances leading up to the behaviour have been investigated

Level Three

Some behaviour may lead straight to involvement of leadership team and parents.

Example behaviours are listed in Appendix B

Consequences

3A. The child is sent to the Head teacher (or the Deputy Head teacher in the HT's absence) to explain his/her behaviour. A sanction will be put in place to reflect the severity of the incident and the circumstance, which led up to the behaviour. This may be the loss of a number of playtimes, withdrawal from class and /or loss of a privilege such as going on a school trip. The child may be placed on report for a fixed period to support the individual and to better identify the vulnerable times. A letter (Letter C) will subsequently be either handed or posted to the parents, informing

them of the incident and requesting them to discuss the matter at home. A copy of the letter will be stored on the school's management information system.

3B. If there is repeated serious bad behaviour, the child will again be sent to the Head teacher (or the Deputy Head teacher, in the HT's absence) and a sanction will be put in place to reflect the severity of the incident and the circumstance, which led up to the behaviour. Another letter (Letter D) will be sent to the parents requesting that they make an appointment to discuss the matter with the Head teacher or Deputy Head teacher. A copy of the letter will be stored on the school's management information system.

3C. If there is continued serious poor behaviour, the child will be sent to the Head teacher, or, in his absence, the Deputy Head teacher and it will be likely that a fixed term exclusion will be imposed, once the fully circumstances leading up to the behaviour have been investigated.

5. Exclusions for unacceptable behaviour

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged and the procedural requirements of the national Exclusions Policy will be applied. This will involve a fixed term exclusion from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behavior Policy where there is an identified risk to children or staff, a permanent exclusion and potential removal from the school roll. A copy of the national Exclusions Policy is available to view or download from the school website [here](#).

The following behaviour is identified as unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Anti-racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered

6. Bullying

It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively

Definitions

Bullying can be described as behaviour, which is:

- Difficult for victims to defend themselves against
- Deliberately hurtful
- Repeated over a period of time

There are four main types:

- Physical - hitting, kicking, taking belongings etc.
- Verbal - name-calling, insulting, making offensive remarks etc.
- Indirect - spreading nasty stories about someone, exclusion from social groups etc.
- Cyber-bullying- social media etc.

Curricular approaches to bullying

The curriculum can be used in the following ways;

- Raising awareness
- Increasing understanding for victims
- Teaching pupils how to manage relationships

This may be done through:

- PSHE
- RE
- Circle time
- Co-operative group work
- Circles of friends
- Drama
- Assemblies
- Anti-bullying week
- JIGSAW

Additional strategies that may be used:

- Befriending
- Support groups
- Adult mediation
- Peer mediation
- Use of a worry box, feeling walls, mood-indicators appropriate to age, for children
- Posters advising children who to talk to
- An appointment to meet with the SENCo

Procedures

- Bullying can be brought to the attention of staff either by the victim, a friend, a parent or other interested people
- There should be a discussion with the victim
- The victim, if able to write, will be given a notebook and asked to record incidents, perpetrators, witnesses etc. In the case of a child who is unable to record such details, s/he will be asked to choose an adult to scribe. This book should be taken to the Head teacher, or member of the Leadership Team before the end of the day if an incident has occurred during that day.
- The bully/bullies should be identified and witness accounts obtained if possible
- There should be discussion with the bully/bullies where he/she/they are confronted with the

details and encouraged to tell the truth.

- If there is an admission of guilt, the procedures in Level 2 of the behaviour policy will be followed.
- If there is no admission of guilt, further investigations will take place until a resolution is reached.
- The parents of both victim and bully will be invited into school to discuss the situation.
- There will be a meeting between the victim and the Head
- There will be a meeting between the bully/ bullies and the Head
- There will be follow-up to this meeting for all parties

Supporting parents with concerns with bullying

- Parents and Carers with concerns about bullying will be provided with a copy of the behaviour policy and the appendix B – Bullying
- Parents will be encouraged to access information from DCSF site:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf
- Parents without access to internet may wish to phone Parentline Plus
Tel: 0808 800 2222 (24 Hrs) – A national support group dealing with many aspects of parenting.

7. Children “Beyond”

Very occasionally there may be some children who are "beyond" normal incentives and sanctions. Often, they are confused children, whose basic emotional or physical needs have not been, or are not being, met. There may have been a failure to provide any boundaries at home and consequently, some children are unable to recognise the normal boundaries of behaviour expected by the school. Sometimes, a child will have a medical condition which makes it difficult for him/her to behave within the expected boundaries.

Such children are usually unhappy, angry or suffering from low self-esteem which leads them into a downwards spiral of believing they cannot be good, so they give up trying.

Action

The following is a plan of action to support adults and children when the agreed school behaviour management strategies have failed and the unacceptable behaviour of an individual is disrupting the education and well-being of the majority in the school.

1. The Head teacher is made aware of situations in which the child is causing disruptions.
2. The matter is then discussed at a leadership / staff meeting, which will be called as soon as possible.
3. Discussions will then take place as to how this behavioural problem can be eased and what review procedures are necessary. This may include:

- a) Being put on report card for a fixed period of time, with daily review by a member of the leadership team
 - b) Removing the child from their class for a set period of time (either to the head's office or to another classroom – withdrawal)
 - c) Making alternative arrangements for sessions such as lunchtimes/ collective worship/storytime/ registration, etc.
 - d) Involvement of the LEA Behaviour Support Service;
 - e) Other strategies suggested by staff or other professionals to help the class teacher.
4. Parents will then be informed as to the decision taken and the review procedures suggested.
 5. Class teachers will remain responsible for organisation work for the child and monitoring their progress.
 6. The point at which children will be re-integrated into the normal school routines will be dependent on the review process, progress and agreement between head, class teacher, parents, pupil and the LEA Behaviour Support Service.

8. Partnership

School staff will work hard to ensure that the aims and requirements of the Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in Section 2

Through the home/school agreement, a positive relationship can be formed between the school and every parent. The Headteacher encourages parents to meet and discuss any aspect of their child's wellbeing, performance or behaviour with the class teacher, a member of the leadership team and /or the Headteacher. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

9. Monitoring and Review

The success of this policy will be seen in the maintenance of an environment, which will enable everyone to work happily, to enjoy, and take pleasure in, the school community and make expected or better educational progress. Staff, pupils and governors will review this policy annually.

Appendix A

A child can be moved on to a cloud for not behaving in accordance with the School Golden Rules.

Examples of inappropriate behavior include:

- Not working or stopping other children from working
- Talking at inappropriate times / Calling out / Making silly noises
- Moving around class / school in a thoughtless way (running/ not looking)
- Play fighting

A child can be moved directly on to the thundercloud for:

- Pushing or hurting other children
- Throwing things inappropriately
- Repeatedly name-calling or teasing

- Persistently answering back and showing bad attitude
- Repeatedly not doing as asked by adults
- Repeatedly disruptive classroom behaviour
- Being dishonest
- Repeatedly running recklessly around the school
- Repeatedly being in the wrong place at the wrong time
- Overheard by staff using inappropriate language
- Spitting
- Deliberately causing minor damage to property (first instance)

Appendix B

Example behaviours which may lead straight to involvement of leadership team and parents include:

- Persistently answering back and aggressive attitude
- Throwing things in a dangerous manner
- Using violence towards others
- Threatening or intimidating any member of the school community
- Bullying
- Persistent use of inappropriate foul and abusive language
- Deliberately causing damage to property
- Persistently refusing to do as asked
- Stealing
- Spitting at others
- Persistent lying
- Leaving school premises without permission
- Bringing anything dangerous into school