

# BEDALE CHURCH OF ENGLAND PRIMARY SCHOOL



## BEHAVIOUR POLICY

Date of Agreement: June 2019

Date of Review: June 2020

Responsibility: Behaviour/Health and Safety Committee

## **Statement**

Supporting children and young people with behaviour that challenges is everyone's responsibility.

"Schools do not provide the whole of a child's education but contribute to it professionally. Much of a child's education is acquired outside school, especially in the home. Parents are responsible in law for their individual child's education. Schools exist to assist parents to fulfil their duty by providing specialist contributions to the child's significant learning. The nature of home-learning has an impact upon the effectiveness of school-learning and vice-versa."

*"Partnerships between Parents and Teachers", Macbeth 1993*

We believe that good behaviour and discipline are key foundations of good education. These are essential for effective teaching and learning to take place. To gain success all members of staff and children should be aware of the values which matter within the school and in the surrounding community. Rules need to be fully understood by all staff, children and parents and applied consistently and fairly. As a school we agree with the following statement:

### **It is our aim for everyone in school to:**

1. Co-operate with each other to create a 'learning and caring' ethos within the Christian ethos of the school.
2. Positively encourage children to behave in a responsible manner, both to themselves and others, including online behaviour.
3. Promote courtesy, consideration and respect for others at all times.
4. Create a secure, stable and happy environment where good examples are set for children to follow, who in turn set a good example to each other.
5. Promote honesty, trust and fairness within the school, the local community and in virtual spaces online.
6. Promote respect for property and the environment.
7. Promote the virtues of self respect and self discipline.
8. Assist children to grow up with a clear and acceptable view of what is right and what is wrong, appreciating the needs of others.
9. Work together as pupils, parents and as members of staff in order to promote and celebrate the benefits of being well behaved.
10. Understand and respect the rights and responsibilities that come with the use of new technologies such as instant messaging, social networking and blogging.

### **Procedures for meeting the aims of the Behaviour Policy**

#### **Encouraging good behaviour:**

#### **How is this encouraged in our school?**

- The emphasis is upon a positive approach towards encouraging the good which exists in all children.

- We want to continue to celebrate and promote a warm and friendly atmosphere that exists in our school, and the happy relationships within it.
- By setting good examples in their own attitudes and behaviour, such as politeness, courtesy and encouragement.
- To try to be reflective on school life by means which are fair and seen to be fair.
- Consideration for others is regarded as being very important, as is safety.
- Pupils are given the opportunity to become actively involved in making decisions about their own behaviour so that, as they grow older, they become sure in their own minds that the choices they make are the best ones without the need to be told.
- Good behaviour in all areas of the school and on visits is praised consistently and appropriately.
- Opportunities are provided for pupils to develop responsibilities, which improve self esteem.
- Time is spent in role play and discussing behaviour. Questions are asked of pupils about what they think and feel is best.
- Guidelines and rules are discussed.
- The attention of other children is drawn to children who are demonstrating good behaviour.
- Children who behave well in collective worship and who have demonstrated good behaviour are recognised.
- Children's efforts are rewarded and celebrated in a variety of ways for good behaviour and good work, in the form of stickers, certificates, merits, hot chocolate treats.
- Parents are also informed when a child is performing well so that encouragement and praise can be extended at home. E.g. Post cards sent home by Head Teacher, telephone calls from Head Teacher.
- Providing children with goals, to be achieved by accumulated rewards, are used to encourage continued success.
- It is recognised that individual effort may not always result in a perfect conclusion but for that child, it may be a major achievement and this is rewarded appropriately.
- Recognition is also given to children who constantly perform well.
- It is recognised that pupils are only learning and that some will not always make the best choices or the right decisions.

## **What happens when children misbehave?**

- There will be times when some children misbehave, are inconsiderate towards others and thereby cause unacceptable disruption to the smooth running of the school and to lessons.
- The response made to misbehaviour depends, of course, upon the degree of seriousness of what has taken place.
- It also depends upon the age of the child and how frequently misbehaviour is occurring.
- Sometimes there are factors which must be taken into account and allowances made. For example:
  - A child's emotions and judgment may be affected by traumatic events taking place out of school, or by specific difficulties a child may have, causing the child to feel disturbed and lacking in self-esteem.

## **Sanctions**

- There needs to be a healthy balance between rewards and sanctions, and sanctions should reflect the seriousness of the behaviour.
- To work satisfactorily sanctions must:
  - Make it clear that it is the behaviour that is disapproved of, not the child.
  - Show a clear distinction between minor and more serious behaviours.
  - Indicate which sanctions are appropriate for types of misbehaviour.
  - Allow flexibility in the use of the sanctions to suit individual circumstances.
- It is vital that there is agreement by staff and children about what counts as unacceptable behaviour.
- When misbehaviour frequently occurs it is important to enlist the support of parents so that home and school can work together in an attempt to bring about change.
- Under normal circumstances, however, the following courses of action over misbehaviour would be a typical example thus allowing for amends to be made.

## **Appendix 1**

### **Minor Sanctions**

To be used at the teacher's discretion:

POLICIES/Behaviour

- Misbehaviour ignored but attention drawn to another child who is behaving well.
- A “telling” glance.
- A verbal rebuke.
- A quiet word to one side to point out unacceptable behaviour and advice on how to improve.
- Withhold praise, if it is not deserved.
- Move a child to another place or seat temporarily. They decide, if possible, to rejoin their peers.
- Wait until last.
- Apologise for wrong doing.
- Made to right the wrong that was done (e.g. tidying up the mess).
- Made to come and sit near the teacher.
- Discussion of ground rules/warning.
- Discussion of incident.
- Lost time made up at break/lunchtime
- Informal contact with parents by class teacher.

### **Serious Sanctions-**

processes involved if minor sanctions are not working:

- Child receives a warning
- Time out in own classroom is implemented with a timer, moved to another table away from friends and peers.
- Removal to isolation in a paired classroom for 1 hour with work.
- Sent to leadership e.g. team leader, Assistant Head Teacher
- Sent to the Headteacher
- In school exclusion for one day in the EMS rooms with adult supervision.

These are followed by or in conjunction with the first three points below:

1. Teacher, child and senior member to discuss incident. Inform Head Teacher/ Team Leader, if the child is sent to a ‘paired class’.
2. Formal meetings with parents, senior member, teacher and with/without child. Inform Headteacher.
3. Send to senior member or Headteacher.
4. Exclusion from school for a fixed period, indefinite period or permanently.

Exclusions can provide a cooling off period for all concerned and an opportunity to consider how best to continue a pupil's education. It is, however, a "Public Act" and much more serious than any other measure taken as part of the school's Behaviour Policy. It is only used after all other school sanctions have been tried. The North Yorkshire LEA, guidelines are carefully adhered to, which are filed in the office under exclusions.

**Persistent serious misbehaviour or one-off occurrence's which are totally unacceptable**

- Violence to staff.
- Going off site without permission.
- Stealing.
- Fighting with members of the class.
- Endangering or damaging school property.
- Action that has caused or is likely to cause real danger to self and others.
- Constant irritation to class and teacher by refusing to obey reasonable instructions.
- Leaving class without permission.
- Bullying (refer to anti-bullying policy), including cyberbullying e.g. text messages.
- Racist remarks, including through technologies such as text messages and blogs.
- Truancy.
- Deliberate misuse of school ICT resources including accessing inappropriate or illegal material.

In all these cases parents will be contacted by the Head Teacher and will be asked to call and discuss the problem as a matter of urgency.

A risk assessment for challenging behaviours will be written and shared with all staff and parents to look at proactive/reactive responses to behaviour.

**Other action taken could include:**

- Agreement of "behaviour contract".
- Referral to EMS (SEMH), only with the consent of the parents/guardians.
- Referral to the Prevention Service and if appropriate Team Around the Child meeting arranged.
- Referral to Police.

- Referral to Social Services.

In the interest of the child, parents should contact the school:

- When traumatic events have occurred at home that are likely to cause a change in the child's state of mind.
- When help or advice with behaviour at home is needed.
- When a child complains of bullying.
- If a child frequently complains of not wanting to come to school.
- When a serious incident has occurred, about which the staff are or appear to be unaware of.
- When there is concern about school progress.
- When a child has done something particularly praiseworthy.

If you have any concerns about safety or bullying through the use of technology such as text messaging, social networking and blogs PLEASE contact the school.

Review

The governing body reviews this policy annually.

Signed

Chair of Governors June 2018



**Bedale C of E Enhanced  
Mainstream Primary School**



Headteacher Mrs L Turnbull  
Assistant Headteacher/ TIC Mrs G Pritchard-Jenkins

**CONCERN ABOUT PUPIL BEHAVIOUR**

Name of child:.....

Class Teacher:.....Date:.....

Dear

Following our recent telephone conversation, I am formally advising you that your child's behaviour at school has been rather unsettled for some time now and is beginning to cause us some concern.

The class teacher and I have taken considerable time to talk to your child about the importance of reasonable standards of behaviour as set out in our Behaviour Policy.

Typical examples of your child's misbehaviour are set out below:

I should be grateful if you would also have a talk with your child. It is important that pupils understand that:

- a) good behaviour and good school progress go together
- b) misbehaviour disrupts the work of the school, is not acceptable and will be dealt with
- c) parents and teachers work in partnership.

If your child's behaviour continues to cause this much concern, the procedure will be to work with the class teacher using a communication book. This is a school/home book filled in each day by the class teacher for a fixed period and sent home each day for parents to read and sign.

If we work together we may be able to help your child through these present difficulties. Would you please confirm that the following date and time are convenient to meet and discuss what may be available.

I look forward to meeting you on this date.

I can confirm the date and time that we agreed to meet is

Yours sincerely

Headteacher