



Behaviour Policy

Date for Review:
September 2022

POLICY FOR BEHAVIOUR

This policy has been written in accordance with Section 89 of the Education and Inspections Act 2006 (see appendix)

Our School Motto:

All Different

All Equal

All Achieve

Our School Aims:

As a whole community:

- **We will always try our best and celebrate our success.**
- **We will care for each other and for our environment.**
- **We value the importance of learning and playing.**
- **We believe that the best learning happens in a fun, creative, safe and happy atmosphere.**

All staff are expected to follow the statutory guidance from ‘Keeping Children Safe in Education’ (DfE September 2020), which informs our Behaviour and Safeguarding policies.

Policy Aims

- To promote a whole school behaviour policy supported and followed by the whole school community - parents, children, teachers, non-teaching staff, peripatetic teachers, volunteers and governors, based on a sense of belonging and shared values.
- To promote responsible behaviour, self-discipline and self-esteem, and respect for self, for others and for property through all school activities, both curricular and non-curricular.
- We aim to achieve this through a consistent and caring approach, and through high expectations for behaviour.
- To teach values and attitudes as well as knowledge and skills.
- To expect good behaviour and to reinforce positive attitudes, by providing a range of rewards for children of all ages and abilities.
- To ensure that all children at Bickley Primary School know, understand and follow our School Rules. These are shared and reinforced regularly and all staff should expect children to follow them.
- To promote a safe and happy environment that protects and safeguards children and staff

School Values

We strive to uphold the aims of Bickley Primary by adhering to our School Values, based on the Olympic and Paralympic values, which are:

**Respect
Excellence
Friendship
Equality
Inspiration
Determination
Courage**

We aim to be positive in our approach with each other at all times and children will be rewarded for making the extra effort to demonstrate our School Values.

TO ACKNOWLEDGE GOOD BEHAVIOUR WE USE:

- Verbal praise
- Smiles
- Modelling good behaviour and/or work
- Special responsibilities
- Stickers, stamps, stars etc
- House Points
- Verbal or written communication with parents, including Head Teacher postcards sent home
- Sharing work or achievements with another class or teacher, the Head Teacher, Deputy Head Teacher or another member of staff
- Extra play time (if Class of the Week)
- Achievement assembly / certificates & accumulation of House Points (weekly)
- Golden Globes – given by any member of staff to a class (other than their own class) for good behaviour

- It is expected that teachers will develop their own class reward systems to meet the needs of the children in their class, alongside the whole school systems. e.g. Dojo system
- Stickers and other rewards may also be presented, and children are encouraged to share any achievements from outside school, eg Beaver, Cub or Brownie awards, sporting achievements, music certificates, prizes, etc.
- EYFS, KS1 & KS2 children will receive certificates in the Friday Assembly (2 from each class). These should be related to the school values and motto where possible.
- School bears and cup – to be awarded to a class who has demonstrated particular examples of the School Values (based on number of Golden globes).
- House Point winners are announced in assembly every Friday, along with winners of each half-term.

- Children who have produced outstanding work / effort in their learning will be sent to the Head Teacher and / or Deputy Head Teacher and further praise and a sticker can be given.
- Children who have demonstrated consistently excellent behaviour may have a Head Teacher postcard sent to their home as an additional reward.

CONSEQUENCES AND SANCTIONS

It is important to remember when dealing with unacceptable behaviour, that it is separated from the child. It is the behaviour, not the child, we are attempting to change. It is expected that all adults will use the policy to help deal with poor behaviour shown by children, in a way which is appropriate to the age and needs of the pupils in their class.

It is also expected that staff deal with situations and children on an individual basis, and *take into account any possible special needs or extenuating circumstances that a child may have.*

We believe that any behaviour problem is best addressed promptly. Every effort will be made to address potential problems as soon as they occur and to work closely with the SENDCo and parents or carers where necessary.

EXCLUSIONS

The school follows guidance from 'Exclusion from Maintained Schools - Statutory Guidance September 2017.'

A very serious incident may result in a temporary, fixed-term exclusion. Parents will be asked to come to meet with the Head teacher and will be handed a formal letter outlining the reasons for and terms of the exclusion. The Governing Body will be informed. Parents have the right of appeal against any decision to exclude.

When deciding whether or not to exclude a pupil from the school, each incident will be considered separately, bearing in mind whether or not pupils involved have SEN and whether or not there are extenuating circumstances.

'The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.' *Exclusion from Maintained Schools – Statutory Guidance September 2017.*

Recording incidents

Class teachers are informed of any serious incidents at play time or lunch time or regular poor playground behaviour so that any patterns can be observed and acted upon. Parents are informed as appropriate, in person, by phone or letter, or via the Contact Book, and we expect them to co-operate with the school and support us fully. There is an Incident Folder in the school office in which more serious incidents involving poor behaviour are recorded by staff. This should record:

- what the incident was
- who was involved (including which adult/s dealt with the situation)
- any outcomes/decisions
- Whether or not parents were informed

Incidents of poor behaviour which are dealt with by class teachers and other staff are recorded on the school's incident form, which is then given to the Head Teacher and SENDCo if appropriate. Parents can see these if requested.

Lunch Time

Please see Appendix 1 for detail about lunch time incidents.

Where necessary, pupils with behaviour-related SEN are supported by an individual behaviour plan and / or individual behaviour log, which are reviewed termly by the class teacher, ISA and SENDCo.

The Senior Leadership Team (SLT) regularly monitors all records of poor behaviour to look for and act upon patterns / whole school issues as necessary.

Saying Sorry

Children who have behaved inappropriately towards others should be

- encouraged to reflect on their behaviour
- supported to understand what they have done wrong and what they should have done
- expected to apologise to the person involved

However, it is important that any apology should be sincere and that it is wanted by the 'victim,' who should be asked first if they want an apology and if they are ready for one. If they are not, they should not be forced to accept one.

It is also important to remember that children understand that it is not ok to hurt someone and then 'make it right' with a simple apology. The perpetrator and the victim both need to understand that the action will never be appropriate and that it should never happen again.

Loss of break / lunch times

No pupil should lose the whole of break time or lunch time, but they might be asked to stay in for part of it. It is important to remember that the loss of break / lunch times is just one consequence or sanction. Teachers may decide to keep a child in the classroom for a short period of time whilst the rest of the class go out to break / lunch.

Behaviour	Possible consequences	Reporting
Low level disruption. Continually not following procedure after bell has rung. Squabbling. Unkind words. Defiance towards an adult (once).	Verbal warning. Reminder of the rule / repeat instruction / clear description of desired behaviour / warning of the implication of breaking the rule one further time. First sanction in hierarchy of	Class teacher to keep a record if it happens more than once.

Leaving the classroom without permission (eg going to the toilet).	class sanctions Completing unfinished work at playtime if necessary. Separation from the rest of the class/group – ie move to another table or work outside the classroom.	
Continual interruption of lesson. Consistent misbehaviour. Hurting another child in rough play. Telling lies. Continued defiance towards an adult.	Second sanction in hierarchy of class sanctions. 10 minutes “time out”/10 minutes loss of playtime or other 10 minute sanction as soon as possible after the event. (5 minutes for EYFS). This might include standing by the wall at lunch time. Sent to another class. (see list below) Writing a letter of apology. Speak to parent if appropriate.	Class teacher, TA, ISA or lunch supervisor to complete incident form.
Swearing. Spitting. Repeatedly disregarding school rules (including lunchtime rules). Disrespectful and rude behaviour towards staff and children. Refusing to co-operate. Throwing items in the classroom. Fighting	Parent informed. Sent to a senior member of staff. Miss first part of lunch time. Writing a letter of apology. Monitoring of behaviour. Spend time out of class to complete work. Sent to Head Teacher / Deputy Head immediately	Class teacher, TA, ISA or lunch supervisor to complete incident form. HT / DHT to complete incident form
Intentional physical abuse of pupils and adults. Stealing. Deliberate destruction of property. Racism. Bullying. Homophobic abuse Bringing drugs / weapons to school Attempting to leave school premises.	Head Teacher to speak to parents. Class exclusion. Stay in for the majority of lunch time if appropriate for an agreed period of time Refer to Statutory Guidance on Exclusions (Sep '17) to consider appropriateness of fixed term exclusion.	Incident form, completed by Head Teacher / Deputy Head, including statements from witnesses. LA form to completed for racist incidents / drugs / weapons

Class Exchange

Pupils are sent to the following class if they are being disruptive and the hierarchy of class sanctions has been applied. They will be sent with work and will complete the work in the class they are sent to.

1L go to 2RH and vice versa
1C go to 2B and vice versa

3BM go to 4B and vice versa
3B go to 4K and vice versa

5O'G go to 6D and vice versa
5C go to 6B and vice versa

Parents

Parents are expected to take a supportive and cooperative role and to help in the following ways:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of the rules and assisting when possible with their enforcement
- By attending Parents' Evenings and workshops, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems positively where possible and in line with the school behaviour policy and supporting the staff with the decisions that have been made
- By recognising and understanding the negative effect a child's behaviour can have on other children and adults within the class and school.

Anti-Bullying

At Bickley Primary we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in an environment that is conducive to learning. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to "tell" and know that incidents will be dealt with promptly and effectively. If a pupil does not like what another pupil is saying / doing to them, they are encouraged to say 'Stop – I don't like that' to the other pupil. If the pupil carries on, they are then expected to inform an adult in school. Parents of the 'victim' and 'perpetrator' are always informed of any incidents of bullying.

We regard bullying as particularly serious and always take firm action against it.

We encourage children to stand up to and report any incidents of bullying.

Bullying can be physical, verbal or emotional and by a single person or a group of people. It is a repetitive experience in which the victim is specifically targeted. It causes distress at the time and a fear of repetition for the victim. It is an intentional and conscious act and can be verbal, physical, emotional or written – including cyber-bullying.

Bullying is not when two children fall out and are upset or one comes off worst. Most incidents are of this nature and parents/carers need to understand that dealing with disagreements between friends is a part of growing up. All children tend to fall in and out of friendships, but usually it is resolved and we can help them if needed.

Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Children being coerced into acts they do not want to commit
- Physical attacks, such as pinching, kicking, hitting or pushing
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment
- Issuing threats
- On-line bullying

Measures to Prevent Bullying

Prevention is better than cure. Through our school curriculum, Behaviour Policy, PSHE Policy, E-Safety Policy, assemblies and School Council we:

- All pupils are encouraged to identify one member of staff in school that they would find it the most easy to talk to, in case they needed help
- Promote good citizenship and reinforce positive behaviour and attitudes towards everyone in the school community
- Reward kindness towards others in class and in celebration assemblies
- Regular and frequent lessons on E-Safety and what to do to work together to prevent cyberbullying
- Make sure that Equality, Diversity and Inclusion is celebrated and is a focus in all areas of the curriculum to try to prevent prejudice-based bullying
- Work for a caring, co-operative ethos in all aspects of school life where all pupils are valued and respected and where discrimination is not tolerated
- Ensure adequate support for pupils who struggle socially in the playground, including playground buddies
- Promote positive play times where there is equality of opportunity for all children to play
- Whole school focus on Anti-Bullying week each November to ensure Everyone in the school is hearing the same messages at the same time
- Positively encourage caring and being kind in class, at play times and in assemblies
- Define and discourage bullying and give strategies to deal with it if it occurs

- Encourage children to take responsibility for their own behaviour, but also to report anything that they see that they think is bullying

This is how Bickley deals with bullying:

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting bullying.

- We have a Behaviour Policy which is reviewed every two years
- We have clear rules and sanctions for all classes, which have been discussed at length with all children and which all members of the school community know about and operate
- Bullying is unacceptable and we say so. We tell all pupils that they have a right not to be bullied
- We encourage all children to 'tell' about incidents in which bullying takes place. We ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored and that all children involved are listened to
- We tell all children that they have a responsibility towards ensuring bullying is reported (standing and watching is regarded as encouraging bullying)
- We have half termly meetings with our Midday Supervisors to discuss and review their roles and responsibilities
- Playground incidents are dealt with by teachers, TAs and midday supervisors and class teachers are informed when appropriate. Teachers use their own discretion whether to record incidents on an incident sheet. Serious incidents are reported to the Senior Management Team and recorded in the Incident Folder in the school office.

As with all behaviour, it is expected that staff deal with incidents and the children involved on an individual basis, and take into account any possible special needs or extenuating circumstances that a child may have.

If bullying is reported, the following strategies may be used as appropriate to the situation and age of the children:

- Respond and take seriously any observations of bullying or any incidents disclosed
- Record incidents in the incident folder, in the 'bullying' section.
- Talk to victims/bullies separately/together as appropriate. Children who bully must face up to what they are doing and how it affects the victim and they will be given support to change their behaviour.
- If an incident of bullying occurs, the parents of all children concerned will be contacted and a meeting will be held to discuss the consequences if necessary.
- Victims may be given help to be more assertive, and we tell children that they should say, 'Stop doing that, please – I don't like it' if someone does or says something to them that they don't like. These children will be given support to be able to prevent further problems and will be encouraged to say 'no', walk away and seek help if necessary, rather than fighting back.
- Find a support group of other children who will help those involved
- Children who bully will be encouraged to think about what it would feel like to be a victim and will be supported to change their behaviour

- Put sanctions for bullying behaviour in place, such as verbal warnings, withdrawal from playground for a period of time, verbal or written apologies to victim/ victim's parents/carers, loss of privileges, behaviour contract, fixed term exclusion (for repeated offences) and permanent exclusion (in very extreme cases)
- The member of staff who deals with the incident will monitor the situation in the succeeding weeks

The purpose of having an Anti-Bullying policy at Bickley is to ensure an open and honest approach which should help to diffuse any prospective problems, giving the children the possibility of solving a problem that could otherwise develop into a much more serious one. However, parents should also realise that some problems take a little longer to solve and that there isn't always a simple solution.

Annex A The School Rules

We respect each other, our school and ourselves

1. We are kind and look after each other.
2. We look after our school, inside and outside.
3. We do as we are asked straight away.
4. We always do our best.

The Playground Rules

1. We play together and look after one another.
2. We respect the adults on duty.
3. We take care of our gardens and playground.
4. We stand still when we hear the bell, walk sensibly to our line and walk quietly into school.

If you feel sad or frightened, or if you would like some company, you can tell one of the playtime staff or buddies and they will help you.

Our expectations for good manners – some examples

- Please and thank you
- Excuse me

- I'm sorry
- Good morning, good afternoon
- Can I help you?
- Please could you?
- Please may I...."
- Would you mind....
- Yes of course....
- No problem....
- That's a good piece of work....
- Opening doors, standing back
- Making way for adults
- Good table manners

Annexe B The use of force to control or restrain pupils

Section 550A of the Education Act allows teachers and other persons authorised by the Head Teacher, who have control or charge of pupils, to use force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence – (including behaving in a way that would be a criminal offence were the pupil not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Types of incident

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into 3 broad categories;

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property
- where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within the first 2 categories are;

- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or on the verge of committing, deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others

- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the 3rd category are;

- a pupil persistently refuses to obey an order to leave a classroom
- a pupil is behaving in a way that is seriously disrupting a lesson

Reasonable Force

There is no legal definition of 'reasonable force'. It will always depend on the circumstances of the case. The use of any degree of force is unlawful if the circumstances do not warrant it. Corporal punishment is **never** used in school. Any degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Application of force

Physical intervention can take several forms. It might involve staff;

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the arm or hand
- shepherding a pupil away by placing a hand on the centre of the back; or
- (in extreme circumstances) using more restrictive holds

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'; for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

Staff should not act in a way that might reasonably be expected to cause injury, for example by;

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Teachers should always try to deal with a situation through other strategies before using force. Physical intervention should never be used as a substitute for good behaviour management.

Recording incidents involving the use of force

Any incident involving the use of force to control or restrain pupils will be recorded in an incident book kept by the Head Teacher. This will include;

- the name(s) of the pupil(s) involved, and when and where the incident took place.

- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (eg. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- the pupil's response, and the outcome of the incident
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property

Annexe C Offensive weapons: a policy statement

It is now an offence, under Section 1 (1) of the Prevention of Crime Act 1953 to carry an offensive weapon or knife and under section 139A of the Criminal Justice Act 1988 to carry an offensive weapon or knife on school premises. This offence is arrestable under section 24(2) of the Police and Criminal Evidence Act 1984.

At Bickley Primary School, we advise parents and carers that no offensive weapons, including replica guns, will be tolerated on school premises and may lead to a fixed term exclusion.

LA guidelines for school staff appertaining to offensive weapons are available to any member of the school community by referring to the Head Teacher.

Reviewed September 2021.

Reviewed every two years

Signed: _____

Head Teacher Date:

Signed: _____ Chair of Governors on behalf of the
Governing Body.

Date: _____

Appendix 1

Behaviour	Action by Lunch Supervisor	Sanction
<ul style="list-style-type: none"> • Mild swearing at another child • Pushing and shoving • Not lining up sensibly • Messing about in toilets • Not putting away equipment when asked • Using play equipment inappropriately etc. 	<ul style="list-style-type: none"> • Talk to child and stand by wall • Ask child to reflect on behaviour • Collect child after time out and ask them to talk about what they will do differently next time 	<ul style="list-style-type: none"> • Lose play time standing by wall to reflect on behaviour
<ul style="list-style-type: none"> • Trip others over on purpose • Play fighting • Being rude to adults • Repeated poor behaviour • Not doing as asked • Using offensive language etc. 	<ul style="list-style-type: none"> • Talk to child and bring them into area by 1st aid room to reflect and complete sheet • Complete Incident Report in office • Tell Class Teacher • Complete Incident sheet in purple folder 	<ul style="list-style-type: none"> • Lose lunchtime and complete reflection sheet
<ul style="list-style-type: none"> • Fighting • Swearing at an adult • Homophobic or racist abuse or abuse directed against disability • Hurting a pupil or adult deliberately • Vandalism or graffiti 	<ul style="list-style-type: none"> • Bring straight in to HT, DHT or SENDCo • Complete Incident Report • Inform Class Teacher • Complete Incident sheet in purple folder 	<ul style="list-style-type: none"> • Lose rest of lunch play to complete sheet • SLT to inform parents • SLT to decide on further punishment e.g. class exclusion / temporary exclusion