

“Learning today, leading tomorrow”



Bishops Down Primary School

www.bishopsdownprimary.org

Behaviour Policy

Date Agreed: February 2016

Date for Review: February 2018

Reviewed and updated by: Rebecca Hepden &
Standards Committee

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Aims

The aim of the policy is to create a secure and happy school, which encourages and reinforces good behaviour. We expect all members of our school to adhere to the Bishops Down Vision containing our 6 underpinning values of **Achievement, Self-belief, Perseverance, Independence, Respect** and **Equality** that will support all children to move on from Bishops Down as rounded individuals. These lie at the heart of the high expectations we have for behaviour in our school.

We believe that the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's ability to develop and grow into positive members of society. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires support in dealing with difficult issues of unacceptable behaviour.

Bishops Down is a fully inclusive community school with high aspirations for every pupil. Our children will move on from Bishops Down with a strong sense of:

Achievement *in personal goals and academic attainment*

Self-belief, *to be confident in different situations*

Perseverance, *to be resilient in times of change*

Independence, *to be a life- long learner*

Respect *for each other and the world around them*

Equality *for all*

As a school we strive to promote positive behaviour and encourage children to make good choices through; weekly Whole School Assemblies, PSHCE lessons, modelling behaviour and setting high expectations at all times. In class, lessons will include SEAL (Social and Emotional Aspects of Learning and Circle time.

Good behaviour is always recognised, acknowledged and praised. The school has a collective reward and sanction system which all staff are aware of and use consistently throughout the school, both inside and outside of the classroom.

Each class have a red and green ladder displayed in their classroom, with a named peg for each child on both the red and green side of the ladders.

The green ladder is for positive praise. If a child has shown great behaviour and/or learning (over and above what you would normally expect) they move their green peg up to the next step.

The steps on the green ladder are as follows;

- **Verbal Praise** (Adult to praise the child explaining why they have been moved up)

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- House Point (Child to place one house point in for their allocated house)
- Sticker (Children to choose from a range of stickers to wear throughout the day)
- Sent to Headteacher (Children are able to visit the headteacher to be celebrated on a larger scale and receive a special headteacher’s award sticker to take home)

The red ladder is for sanctions. If a child is making the wrong choice or creating low level disruption they are to move their peg up on the red side.

The steps on the red ladder are as follows;

- Verbal Warning (Adult to explain why they have moved their peg up on the red side)
- Thinking Time (Thinking time is to be done in class, by the children being removed for a set period of time to think about their behaviour choices and to reflect on how to improve this behaviour)
- Sent to senior member of staff (Children are sent to their phase leader. The phase leaders will keep a log of children sent to them to enable the school to pick up on consistent poor behaviour)
- Sent to Headteacher (Parents will be asked to pop in after school if any child reaches headteacher’s room on the red side)

The role of children

Our school council worked together to create a Bishops Down behaviour code to reflect our values and expectation of children, which they have shared with the school.

Respectful, we treat all other children and adults with respect

Inclusive, we are inclusive of all children and adults

Considerate, we show consideration for others

Honest, we are truthful

The role of staff

To encourage socially acceptable behaviour, the staff will:

- Be a positive role model
- Treat all children and adults with respect
- Have a shared set of rules and set high expectations
- Have a collective responsibility for behaviour of all pupils
- Have a consistent approach to behaviour
- Praise children’s efforts and achievements as often as they can
- Explain to children what they should have done or said when they get it wrong
- Tell parents about their child’s efforts and achievements
- Tell parents if their children are getting it wrong
- Avoid using critical or sarcastic language

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- NEVER act in a way that could be seen as being unfair
- ALWAYS see each day as a fresh start for every child
- ALWAYS ask for every side of the story where there is a dispute or an accusation
- Speak to a member of the leadership team if they are unsure of how to act.
- Always speak to Phase leader if extreme behaviour occurs
- Always speak to parents if a child has been sent to their phase leader to explain why
- Class teacher to adapt behaviour ladders as appropriate for SEND children in consultation with the SENCO

The role of the leadership team

- To be consulted when behaviour has been consistently poor, children have been hurt by other children or where bullying has been identified
- Phase leaders to keep a running record of any children sent to them
- When staff are unsure of the best course of action to take

The role of the parent

- Be aware of the school rules and expectations
- Work in partnership with the school to support the policy so that children receive consistent messages about behaviour
- support the school’s decision when applying consequences to deal with any specific incident / issue

We will not accept the following behaviour from children or adults:

- Use of rude or unkind language
- Hitting, kicking, biting or other such physical responses
- Disruptive or distracting behaviour in class
- Racist, homophobic or sexist remarks.

School rules:

In class and situations where children are learning

- Adults will set clear and consistent boundaries by developing class rules at the beginning of each year.
- There will be a focus on positive relationships in the classroom
- Teachers will ensure poor behaviour is sanctioned discreetly (Eg. names will not be recorded on the whiteboard)
- Focus on rewards rather than sanctions
- Children will be awarded a green peg by any member of staff that witnesses a child behaving in a way that merits praise

In Assemblies

- Walk into and out of assembly quietly.

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- Show respect and have a positive attitude towards assembly e.g. singing, listening, and joining in at appropriate times.

During lunch and playtimes

- All staff will feel empowered to award green or red pegs/ tickets for behaviour, if a child moves to thinking time, this is to be conducted on the yellow spot
- Staff will patrol all areas of playground and lead play.
- Serious incidents, such as hitting or fighting will be recorded on a behaviour slip will be sent to the parents and be filed in the behaviour book.
- Minor incidents that are **repeated** (Eg. wilful disobedience, and continued poor behaviour even after being spoken to) will be discussed with parents.
- When a minor offence has occurred, children will stand on the yellow spot on playground for five minutes after which they will apologise for their behaviour.
- When a major offence has occurred or repeated minor incidents (after the child has been spoken to) a member of the leadership team will be called. A behaviour slip will be sent home or behaviour discussed with parents.
- Children will only be inside the school building if they have permission from an adult, this will come in the form of a green card.

In the corridor

- Walk in single file (not partners)
- Keep to the left
- Quiet voices
- Pick up things we may see on the floor
- Hold doors open and greet others

On the Playground

- Football

Football should only be played in the ball zone. Children should only use footballs provided by the school. Each class has their allocated time and you need to check the timetable on the window of the classroom facing the playground. Football should not be played before or after school. Fridays are football free days.

- Ball zone

All other ball games should be played in the ball zone unless directed by an adult. This could include basketball, netball, short tennis and throwing and catching games. No football should be played in the ball court.

- Friendship stop

The friendship stop is a place to sit and talk.

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- Adventure playground

This area can be used when supervised by an adult. The equipment is marked to indicate the key stage it is suitable for.

- Playground Equipment

Playground equipment should not be taken into the woods or on to the field. Please ensure that the equipment is used appropriately. Skipping ropes are for skipping only and hoops should not be pulled out of shape. Equipment should be returned when the bell rings.

- Quiet garden

The quiet garden is for quiet games such as draughts, chess, top trumps, reading, colouring or drawing. No climbing over fences and hedges.

Behaviour mentors

Staff will act as positive role models, and display appropriate behaviour at all times. However, if a child is having continual difficulties with their behaviour, the school will begin a diary for that child, and a non-class based (eg teacher from another class) mentor will be appointed by the leadership team to develop a positive relationship with the child that is having difficulties and if the child’s teacher feels that their positive relationship with that child is in jeopardy.

Complaints procedure

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Date last reviewed: February 2016

Date of next review: February 2018

Signed:

Date:

Chair of Standards Committee:

Signed:

Date:

Headteacher