Bisham CofE Primary School

Behaviour Policy

Date Published: ___22/___2/___15___

Review Date: updated on 4th January 2016 with staff

Signature: ___Gordon Anderson___

Frequency of Review: 2 Years

Next Review Due: September 2017
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Aims and Values

Bisham CofE Primary School Behaviour Management Policy is based on a shared set of aims and values and an agreed understanding of rights and responsibilities. At its core are two principles:

- encouraging and rewarding good behaviour through setting clear expectations and regularly celebrating success
- dealing with unacceptable behaviour through establishing a clear code of conduct and a consistent and fair hierarchy of consequences.

Equality Duty

In our school we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background. Equality at Bisham CofE Primary School is about enabling all children to achieve their maximum potential as individuals and as members of society, and of ensuring equality of opportunity and treatment for all members of our staff and school community. Our school ethos is to actively promote a warm, caring community where all are valued and recognised.

Safeguarding Duty

We aim to create an atmosphere in which children feel secure and valued. We work in partnership with parents and carers to support children in every way possible. The Children’s Act places a clear responsibility on schools to ensure that they work together with agencies to safeguard and promote the welfare of all children. In line with Government and Child Protection Policy, if safeguarding concerns are raised by the school, a child, or a parent, the matter is referred to Social Services.
Rights and Responsibilities

At Bisham CofE Primary School we believe that children have the right to:

- A safe and caring environment
- Learn without disruption
- Be listened to and treated fairly
- Expect their possessions to be safe

At Bisham CofE Primary School we believe children have the responsibility for:

- Not harming others by word or deed
- Allowing others to learn uninterrupted
- Caring for equipment and the school environment
- Not interfering with other people’s possessions

At Bisham CofE Primary School we believe that staff have the responsibility for:

- Creating a caring and safe learning environment
- Encouraging positive behaviour with praise and rewards
- Setting clear expectations and boundaries for acceptable behaviour
- Implementing a fair and consistent hierarchy of consequences
- Informing parents of behaviour concerns

At Bisham CofE Primary School we believe that parents have the responsibility for:

- Encouraging the positive behaviour of their child in school
- Working in partnership with the school to resolve behaviour concerns
Golden Rules

We are all proud of Bisham CofE Primary School. We are a caring school and we respect one another.

This means that:

We are gentle – we don’t hurt others

We are kind and helpful – we don’t hurt anyone

We listen – we don’t interrupt

We are honest – we don’t cover up the truth

We work hard – we don’t waste our own or other’s time

We look after property – we don’t waste or damage things
Positive Rewards

Bisham CofE Primary School emphasises the importance of rewarding good behaviour and positive attitudes to learning through praise, encouragement, recognition and rewards. The following rewards are used throughout the school:

Collaborative rewards
This system encourages children to work together for a shared reward.

- Every classroom will have a prominent display of the Golden Rules
- Every class will have a collaborative reward clearly displayed, gaining pieces towards a whole
- Every class teacher will use marbles in a jar to reward both individual and group achievements and positive learning behaviour.
- If an individual earns a marble for the jar, this also gives them an individual merit towards their Star award.
- Whenever one jar is filled up, the class gain a piece of their collaborative reward
- Once all the pieces of the reward have been gained, the class celebrates with a Golden Reward. This is a special treat agreed with the class.
- Marbles, once earned, cannot be taken away.

Individual Star Awards
Bisham runs a merit system where children earn individual merits which count towards their individual ‘Star awards’. The points may be learning related or behaviour related and are given for excellent behaviour, excellent work, excellent effort, good attitude.

Once a child has completed their Merit Card (20 points) they receive a reward certificate to take home. The certificates are collected and are used to gain a series of star awards:
- Red star – 10 certificates (200 points)
- Yellow star – 20 certificates (400 points)
- Blue star – 30 certificates (600 points)
- Green star – 40 certificates (800 points)
- Silver star – 50 certificates (1000 points)
- Gold star – 60 certificates (1200 points)

Golden Rules Assembly
Each week 2 children from each class are chosen to receive awards. One child is chosen for good learning, and the other for following the Golden rules.

The children are presented with a certificate to take home explaining why they have been chosen. They are also presented with a cup by the previous week’s winners which is put on display with their photograph on the class Golden rule board. This should be accompanied by a stick it saying why they were chosen.
Monday Top Table

Good lunch time behaviour is rewarded with a green ticket which has the child’s name written on it and is put into a reward jar. At the end of the week, 8 children are chosen for the Monday Top Table by drawing the names out of the jar.

Additional Behaviour rewards

- Praise and encouragement in lessons for positive attitudes to learning and showing the Golden rules
- Valuing good learning by displaying work attractively
- Sending children to the Head of School / Executive Headteacher to celebrate achievement and good learning attitude
- Informing parents of a particular achievement or good learning attitudes
Unacceptable behaviour

In keeping with the educational role of a school, when using sanctions at Bisham CofE Primary School the emphasis is always on making children aware of inappropriate behaviour, encouraging them to make the right choice, and informing them of the consequence of wrong choices.

Children can expect to be treated with calmness, firmness and fairness; it is never the policy to shout at, make an example of or humiliate a child.

Where children do make wrong choices the aim of the consequences is always to encourage children to make better choices going forward. Consequences are intended to provide an opportunity for the child to reflect on their wrongdoing and consider what action should have been taken instead.

It is important that there is continuity throughout the school with a whole school approach to behaviour management. The following procedures have therefore been agreed for use in KS1 and KS2. Early Years children have a modified hierarchy of consequences.

It is the teacher’s responsibility to lay the ground rules within the classroom by:

- Displaying the Golden Rules
- Sharing and establishing the school’s Golden Rules
- Sharing and establishing the hierarchy of consequences
- Encouraging children to take responsibility for their choice of actions
- Making children aware of the consequences of wrong choices
- Encouraging the right choice of action

Traffic Light system

Traffic lights can be found in each classroom and in the hall. All children start the morning and afternoon on green.

Consequences for misbehaviour in the classroom (KS2 and Year 2)

- If the Golden rules are broken, teachers may use a range of strategies to let the child know that their behaviour needs to change – a word, a look, a reminder. On occasions a teacher may feel it is necessary to go straight to the verbal warning if the child’s behaviour is such that the child knows their behaviour is unacceptable.
- If poor behaviour continues the child is given a clear verbal warning and asked to change their behaviour (e.g. This is a verbal warning, if you don’t change your behaviour you will move to amber).
- If the behaviour continues they will be moved to amber. If behaviour improves at this point then they can move back to green.
• If the child does not change their behaviour then they will be moved to red on the traffic lights which will result in 15mins in the Reflection room at lunchtime or loss of their afternoon play.

Those children who need to go to the Reflection room will go to the teacher on duty at lunchtime or Nightingales class if it is for the afternoon break. They will be asked to reflect on their behaviour and discuss how they will behave in the future. A Behaviour Reflection sheet will be filled in.

Parental involvement: A copy of the Reflection Sheet will be sent home to parents.

Consequences for misbehaviour in Early Years
As in all year groups, the emphasis on behaviour management in Reception Class is one of educating children to understand appropriate behaviour in the school environment. The procedures for dealing with misbehaviour are as follows:
• Explaining to a child why their behaviour is unacceptable
• Having an individual conversation with a teacher, teaching assistant to discuss the behaviour and explain what will happen if they continue to misbehave (need to sit out with an adult). The aim of this conversation is to help the child to make the right choices.
• Giving them a short period of instant ‘time out’ from normal activities within the classroom if their behaviour persists (3-5 minutes) sitting beside an adult.

Parental involvement: Parents can expect to be informed if a child is regularly misbehaving or a serious incident has occurred.

Extreme Misbehaviour
In the case of serious misbehaviour, a child loses the right to proceed through the hierarchy of consequences. This may result in a set period of time in the Reflection Room at lunchtime (up to 40mins – see Appendix 1) or they may be removed from the classroom situation and sent straight to the Head of School or Executive Headteacher. In such cases the parents/carers will be informed and the child may be sent home with the parents or carers. This will be recorded as a fixed term exclusion.

This decision will be taken when a child’s behaviour
• Involves serious actual or threatened physical harm against another person
• Places himself/ herself or others at risk of harm
• Causes significant damage to property or equipment as a result of misbehaviour
• Significantly disrupts or prevents the learning of other children.

Only the Head of School or Executive Headteacher can make the decision to send a child home. The decision whether to exclude the child for a fixed period of time will be taken by the Head in consultation with senior leaders and the class teacher. Any decision to permanently exclude a child will be taken by the Executive Headteacher in line with statutory requirements.
**Persistent misbehaviour over a period of time**

In the case of persistent misbehaviour, where the hierarchy of consequences is having little impact on behaviour the following procedures will be followed:

- Parents will be asked to come into school to discuss behaviour concerns
- An individual behaviour plan will be implemented
- The advice of external agencies may be sought

Additional sanctions for an agreed period of time may include:

- Exclusion from the playground
- Sent home at lunchtimes
- Working apart from the normal class in school
- After school detention

There may be times when all the support given does not work. Having tried every available means of managing behaviour, including support from external agencies, if the individual’s behaviour continues to be severely disruptive it may be necessary to consider permanent exclusion. Any decision to permanently exclude a child will be taken by the Executive Headteacher in line with statutory requirements.

**Physical Aggression**

Any child who is physically aggressive will have to complete a Reflection Sheet which will be kept in the Behaviour Incident File. If the incident is severe, or if a child’s name is recorded twice within any half term, contact will be made with the parents using a standard letter or by phone. If a child’s name is recorded for a third time a meeting will be made with the parents to discuss appropriate action and support for the child.

It is the responsibility of ALL staff to bring incidents of physical aggression to the attention of the Head of School.

**Playground and Lunch Time Behaviour**

**Positive Rewards**

**Lunch time green cards**

All members of lunch time staff are provided with green cards which they can award to children who are following the Golden rules across lunch time. If a child is awarded a card, their name is written on it and it is put into a lunchtime reward jar ready for the Top Table draw.

**Monday Top Table**

Good lunch time behaviour is rewarded with a green ticket which has the child’s name written on it and is put into a reward jar. At the end of the week, 8 children are chosen for the Monday Top Table by drawing the names out of the jar.
Consequences of misbehaviour at lunch and break times

We aim to ensure that all pupils are safe and happy during playtime and lunchtime at Bisham CofE Primary School. Staff on duty will aim to resolve playtime conflicts and disagreements by listening to both sides of a conflict and supporting children to resolve their differences. However the School Golden Rules are equally applicable at lunch and playtimes and where misbehaviour occurs, the following hierarchy of consequences will be applied:

- Depending on the behaviour, a member of staff may use a variety of initial strategies to indicate that behaviour needs to change e.g. a warning glance, a quiet word etc.
- If a rule is broken the member of staff gives a verbal warning. This must be clearly stated as ‘this is a warning’
- If a rule is broken for a second time:
  - On the playground a 5 minute ‘time out’ is given when the child must stand with the adult.
  - In the lunch hall the child may be asked to eat the remainder of their lunch at a different table
  - During indoor play the child will be seated somewhere quiet within the classroom for 5 minutes.

If a child continues to misbehave
- An additional 5 minute time out may be given
- OR
- A child may be taken from the playground to the Reflection room for the remainder of the session. They will be asked to complete a Reflection sheet by the member of staff on duty. This will be kept in the Behaviour Incident file.

Physical Aggression on the playground
- The child is immediately sent to the Reflection room to complete a Reflection sheet and forfeits the rest of the playtime.

Recording playtime incidents
- It is the responsibility of the supervisor or teacher on duty to inform the class teacher of incidents of misbehaviour at playtimes and record a child’s name and what has happened in the incident book. A senior leader will review the book on a weekly basis for regular occurrences of misbehaviour.

Parental involvement: Parents can expect to be informed if a child’s name occurs 3 times in the Behaviour Incident book. If a child is exited for more serious physical aggression, parents will be informed.

Extreme Misbehaviour or Persistent Misbehaviour at Break or Lunchtime

The same procedures and consequences will be applied for extreme or persistent misbehaviour at lunchtime and playtime as at any time during the school day.
Appendix 1

**BEHAVIOUR NOTICE – REFLECTION ROOM**

**Name:**

**Class:**

**Adult Authorising Behaviour Notice:**

**Date:**

**Offence:** please tick

<table>
<thead>
<tr>
<th>15 Minute Offences</th>
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<tbody>
<tr>
<td>Moved to red traffic light</td>
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<tr>
<td>Lack of respect</td>
</tr>
<tr>
<td>Name-calling (falling short of discrimination or emotional abuse with intention to upset)</td>
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<table>
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<tr>
<th>30 Minute Offences</th>
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<tr>
<td>Persistent failure to complete work (children must take the unfinished work with them to the Reflection Room)</td>
</tr>
<tr>
<td>Persistent disruption in class</td>
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<tr>
<td>Swearing in a confrontational way</td>
</tr>
<tr>
<td>Emotional abuse with intention to upset (falling short of bullying)</td>
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<tr>
<td>Deliberate disobedience/willfulness</td>
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<table>
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<tr>
<th>40 Minute Offences</th>
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<tbody>
<tr>
<td>Fighting</td>
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<tr>
<td>Assault (deliberate violence to another, irrespective of provocation)</td>
</tr>
<tr>
<td>Threatening behaviour including bullying (persistent and ongoing nature)</td>
</tr>
<tr>
<td>Theft</td>
</tr>
<tr>
<td>Discrimination (including – but not exclusively – racism, sexism, prejudice based on religion and homophobia)</td>
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<tr>
<td>Deliberate vandalism of school property</td>
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Children will complete a Reflection Sheet/finish work/copy out the Golden Rules and/or write apology letters as appropriate.

**Administration Notes:**

- Repeat of same offence within the half-term? Y/N (If yes, apply an additional 5-minute penalty)
- Reflection Form completed by child? Y/N
- 40 minute offences: report to Head Y/N (further recording may be required)
- 3 visits to Reflection Room this half-term? Y/N (report to the Head of School)

**Head of School/Executive Headteacher:**

- 3 visits: request that parents visit the school to discuss behaviour.
- 40 minute offences must be reviewed immediately in case further reporting/action is required.
Reflection sheet to be signed by the member of staff on Reflection Room duty and a photocopy taken. Original to be filed in the behaviour log and the copy sent home with the child.

Appendix 2

Reflection Sheet

Name_________________ Date___________

What happened?

How do I feel about this? (If you don’t know the name of the feeling, describe it)

What should I have done?

Which Golden Rule(s) did I break?

Next time, I will….
Reflection Sheet discussed with

____________________________________

Signed: (Child) (Adult)