Vision Statement

“Working together to create confident lifelong learners”

Our behaviour expectations at Bond are closely linked with the ethos of the school. We strive to ensure that children experience consistent positive reinforcement for all aspects of good behaviour and work ethic in order to promote a sound sense of self-worth. All staff seek to develop this positive ethos through praise and celebration of these attributes. We believe all behaviour is a form of communication and staff are trained to implement a variety of approaches when dealing with inappropriate behaviour.

Our policy uses several approaches when dealing with behaviours, as every child is an individual who may require a bespoke approach when supporting them to make better choices in their communication and behaviours.

Respect has to be given in order to be received. Parents and carers, students and teachers all need to cooperate in a culture of mutual regard. The support of parents is essential for the maintenance of good behaviour.

Aims of the Policy

- To encourage a calm, happy and stimulating atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievement at all levels are acknowledged and valued.
- To create an effective learning environment for all.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make clear boundaries of acceptable behaviour and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have high expectations and a feeling of common purpose.
- To work towards positive Mental Health and Wellbeing in the whole of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

Standards of Behaviour

At Bond we believe that consistent excellent teaching and learning practice underpins good behaviour. We expect all pupils to demonstrate the following learning behaviour in and out of the classroom:

- To be prepared for learning
- To listen and follow instructions
- To look after all equipment and property
- To keep hands, feet and hurtful comments to ourselves
- To be respectful towards their peers and adults
- To be honest
- To express an opinion appropriately
• To reconcile any differences
• To use the internet / ICT appropriately

Bond Primary School’s Code of Conduct

1 WE ARE PROUD TO BE PART OF BOND PRIMARY SCHOOL

2 We treat all people with care, consideration and respect: by considering their views, feelings, needs and concerns when making decisions about our behaviour, by working cooperatively with adults and other children and following instructions appropriately.

3 We work hard to achieve our best and help others to do the same: by listening attentively, working quietly, thinking carefully about work, asking for help and following classroom routines.

4 We take care of property and the environment in and around our school: by putting litter in the bin, using property appropriately, looking after wildlife and by keeping classrooms and corridors tidy and uncluttered.

5 We move in and around our school safely: by walking inside the school and keeping to the left hand side, being safe and respecting personal space.

Children’s responsibilities are:

• To work to the best of their abilities, and allow others to do the same.
• To treat others with respect.
• To take care of property and the environment in and out of school.
• To co-operate with other children and adults.
• To take responsibility for their own actions and behaviour.
(As identified in the Home School Agreement).

Staff responsibilities are:

• To treat all children fairly and with respect.
• To raise children’s self-esteem to develop their full potential.
• To provide a challenging interesting and relevant environment.
• To create a safe and pleasant environment, physically and emotionally.
• To use rules, rewards and sanctions clearly and consistently. These rules need to be displayed prominently in the classroom. See Appendix 1 for further information.
• To form good relationships with parents so that all children can see that the key adults in their life share a common aim.
• The class teacher/Teaching Assistants/Mid-day staff liaise with Deputy Head, Head teacher, Assistant Headteacher, SLT - Kirsty, Emily, Cath if concerned about a child’s behaviour.
• To recognise that each person is an individual, and to be aware of their needs.
(As identified in the Home School Agreement).

Head teacher’s responsibilities

• The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school’s statement of behaviour principles.
• The headteacher will also approve this policy.
• The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious
anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken in conjunction with the school governors.

Parent’s responsibilities are:

- To engage with teachers via the Dojo system. To see their child’s feedback from school in real-time, and view any comments made by teachers.
- Be aware of the school rules and expectations and support the school in implementing these.
- Speak to the class teacher about any concerns and to share information with the school which may have an impact on their child’s learning or behaviour.
- If you have a concern or issue, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way.
- Set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- Act as good role-models for their children. To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school’s expectations in relation to attendance and punctuality (As identified in the Home School Agreement).

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the HT in adhering to these guidelines.
- The HT has the day-to-day authority to implement Bond Primary School’s policy on Behaviour and discipline, but governors may give advice to the HT about particular disciplinary issues. The HT must take this into account when making decisions about matters of behaviour.

Encouragement of Good Behaviour

Building positive relationships is at the heart of effective behaviour management. A strong relationship connects us to our students and without that connection our ability to influence and lead them is diminished. We know that a rich and engaging curriculum supports positive pupils engagement and reduces incidents of disruptive behaviour. As such our learning environments must also reflect high expectations and promote a sense of awe and wonder about their learning. Environments around the school must reflect the diversity within our school as well as celebrate the children’s efforts and achievements – this shows the children that we value them.

Establishing good, consistent routines as a whole school and within the classroom including having clear procedures for wet play time displayed in the classroom, having a well-organised room with clearly labelled resources and systems which enable children to find equipment seek help or extend their learning independently promotes good learning behaviours and develops a culture of responsibility.

It is important to recognise and celebrate positive behaviour, this is achieved by:

- Actively rewarding positive behaviour through verbal praise, stickers, prizes and Dojos display.
- Encouraging learners to share their achievements with other learners, classes and members of SLT this can happen informally or formally during Celebration Assembly.
- Rewarding classes with good playtime behaviour with tickets for lunchtime club, extra football.
- Speaking to parents about excellent behaviour.
Sanctions and consequences

At Bond we believe that children need to have clear guidance around behaviour expectations and that they must have an awareness of consequences used by the school in order to help them to regulate their behaviour as well as support them to make the right choices. Pupil voice is important when investigating behaviours; children involved must be listened to carefully and fairly. Although it is important that children are taught there are consequences to negative behaviours, they must also be given the opportunity to reflect, learn and develop strategies to avoid further unwanted behaviours.

The table below serves to aid children and staff about the types of undesirable behaviours we do not condone and potential consequences. It is the responsibility of the class teacher to keep class behaviour records up to date and filed. All Behaviour Incident Forms are logged onto yellow incident forms in order to monitor trends, patterns or concerns and given to Deputy Headteacher.

<table>
<thead>
<tr>
<th>Low Level Behaviour</th>
<th>Moderate Behaviour</th>
<th>Serious Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td><strong>Stage 2</strong></td>
<td><strong>Stage 3</strong></td>
</tr>
<tr>
<td>Calling out</td>
<td>Repeated Stage 1</td>
<td>Repeated stage 2</td>
</tr>
<tr>
<td>Failure to follow instructions</td>
<td>Physical aggression</td>
<td>Physical abuse towards pupils</td>
</tr>
<tr>
<td>Inadequate work</td>
<td>Bullying</td>
<td>Physical abuse towards staff</td>
</tr>
<tr>
<td>Homework failure</td>
<td>Verbal abuse to pupil</td>
<td>Racism</td>
</tr>
<tr>
<td>Disruption of teaching</td>
<td>Verbal abuse to adult</td>
<td>Homophobic incident</td>
</tr>
<tr>
<td>Pushing in the line</td>
<td>Aggressive behaviour</td>
<td>Major destruction of property</td>
</tr>
<tr>
<td>Silly noises</td>
<td>Spitting</td>
<td>Fighting</td>
</tr>
<tr>
<td>Play fighting</td>
<td>Minor destruction of property</td>
<td>Bringing items into school that could be used as weapons</td>
</tr>
<tr>
<td>Bringing in toys, trading cards, slime etc</td>
<td>Consistent low level disruption</td>
<td>Inappropriate sexual behaviour</td>
</tr>
<tr>
<td>Minor playground incidents</td>
<td>First incident of cyber bullying (must be reported to member of SLT)</td>
<td>Stealing</td>
</tr>
<tr>
<td>Eating sweets, chewing gum</td>
<td>Use of offensive language</td>
<td>Cyber Bullying</td>
</tr>
<tr>
<td>Kissing teeth</td>
<td>Leaving classroom without permission</td>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Eye rolling</td>
<td>Failing to accept responsibility for their behaviour</td>
<td>Bullying</td>
</tr>
</tbody>
</table>

### Level 1 Possible consequences
- Non-verbal cue
- Proximity
- Pupil conference
- Timeout in class or in parallel class
- Parent contacted via Class Dojos
- 5 minute at the bus stop
- Loss of playtime
- Loss of privilege
- Restitution or apology

### Level 2 Possible consequences
- Incidents reported to SLT
- Non-verbal cue
- Proximity
- Pupil conference
- Verbal warning
- Timeout
- Parent contact
- Behaviour contract
- Phase / Senior Leader parent, pupil, teacher conference

### Level 3 Possible consequences
- Incidents reported to SLT
- Parent meet with member of SLT, child and class teacher
- Repeated incidences in the playground – consider alternative playtime provision according to the child’s needs to prevent further escalation.
- Possibility of considering managed move
- Leaving school without permission
- Repeated incidences refer to SENCo

If in need of clarification or unsure of possible consequence – speak to a senior leader
Toys, slime etc will be confiscated and returned to parent/carers and they will be spoken to.

Loss of playtime
Loss of privilege
Restitution or apology
Internal exclusion
Sweets to be confiscated and disposed of
Writing a letter of apology during lunchtime/playtime
Time in different key stage/class
Repeated incidences in the playground – consider alternative playtime provision according to the child’s needs to prevent further escalation.
Behaviour monitoring by Deputy Headteacher

Internal exclusion
External fixed term exclusion
Permanent exclusion
Contact Police / Authorities

Please note that sanctions/consequences will be appropriate to the age and maturity of the child. Consequences and types of behaviour will be different for children in EYFS (see EYFS policy).

There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required in order to comply with school rules and routines. Children who are regularly breaching the boundaries are identified and their needs are discussed with the Inclusion Manager and class teacher. Behaviour support programs are addressed with Inclusion Manager and shared with the appropriate members of staff. Targets for behaviour are shared with parents and reviewed regularly (at least termly). At Bond Primary School we recognise that some children may, during their time at school display an emotional and/or behavioural need. Our aim is to support these children within our positive approach to behaviour management. These children will be monitored by the Inclusion Manager and Senior Leadership and Management Team.

Children with SEN

At our school, we recognise that while all pupils will benefit from a clear structure for behaviour, some pupils with special needs may require a more personalised approach. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour must be differentiated to cater to the needs of the pupil. We will make all reasonable adjustments to support pupils’ additional needs to reduce the likelihood of high-risk behaviours. When acute needs are identified in a pupil, our school works closely with other agencies and families to ensure that we provide timely and effective support and share information e.g. support plans and risk assessments. Pupils with a variety of needs may require us to make reasonable adjustments to the environment to reduce levels of stress and anxiety. We aim to identify children’s individual triggers, to pre-empt difficulties where possible and provide opportunities to calm down if needed. Working collaboratively with the class teacher and support staff, the SENDCO may conduct a risk assessment to support the needs of the child. We will work with parents to share the plan and review it on a regular basis.

It is our responsibility, when behaviour is concerning, to identify triggers and underlying needs. All staff have a responsibility to manage their own emotional responses in recognition that their behaviour influences the behaviour of those around them, including pupils.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;
• verbal abuse or physical assault on staff or adult;
• deliberately hurting another child/ren to cause injury.

Bond Primary school is following the statutory guidance; The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. We refer to this guidance in any decision to exclude a child from school.

More information is available at http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012

Additional resources are available to support children with identified needs. This could include support from

• SENCO
• Emotional Literacy Support Assistants (ELSA’s)
• TAMHS worker
• Jigsaw4U worker-T
• Play Therapy
• Drama Therapy

Links with other policies
• Teaching and Learning
• Anti-bullying
• SEN/Inclusion
• Safeguarding
• Safe handling

Monitoring and review
• The Headteacher monitors the effectiveness of this policy each half term. The Head teacher, also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
• The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents and more serious incidents on a yellow form.
• All Behaviour Incident Forms (yellow) to be kept in Behaviour folder in order to monitor for trends, patterns or concerns
• The Deputy Head with responsibility for behaviour monitors all records of behaviour incidents including those related to behaviour, detention and bullying. Patterns and trends are identified and actions are agreed to address issues. This forms part of the heads report to governors on the effectiveness of the policy and ensures governors have oversight.
• Serious incidents that occur at playtime are dealt with by the Head teacher/Deputy Head teacher.
• Serious incidents that occur at lunchtimes: lunchtime supervisors send children to the detention room where the children fill in a reflection card about their behaviour. All MDS have a red card which is sent in if a child is causing severe problems.

The Early Years Foundation Stage (EYFS) Behaviour Management Policy is a subsidiary of the school’s main policy and has been written to ensure that the needs of younger children are met.

To be reviewed: annually

Signed:
Date reviewed:
Appendix 1

Whole School Rewards

- Class Dojo is a digital classroom management tool designed to help teachers improve pupil behaviour and communicate more effectively with parents. Class Dojo is an easy and effective way for teachers to reward their children. Each child is assigned their own Dojo character, and can earn points for good behaviour, including listening, hard work, as well as confidence, persistence, getting along and organisation. They can also be taken away for poor behaviour! All of our children work hard to earn as many points as possible! Parents are informed of their children’s points and respond well to this.

- The child is awarded a class prize for the most dojos by the class teacher.

- Every second Thursday in Celebration Assembly the child in each class who has earned the most Dojo points for that week receives a special Dojo award certificate in our celebration assembly.

- Children who receive a reflection card their parents will be informed via Dojos.

Classroom Reward Systems.

- These will include systems for whole class/group/individual rewards that are agreed with and work within each class; raffle tickets, stickers, being able to share an achievement with a member of the Senior Leadership Team.

Lunchtime Reward Systems.

- The lunchtime supervisors reward children with dojos if they behave exceptionally well or do something extra special during lunchtime for getting along. Extra football and tickets for Lunchtime Club. Dojo dollars will be given out by MDS to improve lunchtime behaviour.

Lunchtime Consequences

- Children who misbehave in the classroom are kept in by the class teacher at lunchtime **not sent to the detention room**

- They need to complete a reflection card system

- Children who misbehave at lunchtimes will be sent to detention by mid day supervisors.
Appendix 2

Classroom Environment

✓ Wet Play Rules.
✓ Bond Code of Conduct.
✓ Class Rules.
✓ Reasons for the Reflection Card, Behaviour Steps and reflection card folder.
✓ Steps to help children become independent learners.