



**Robert  
Bakewell**  
Primary School



# BEHAVIOUR POLICY

### **Aims:**

- To provide a structured environment where children can learn and achieve their full potential;
- To develop pupils' independence, self-esteem, initiative and motivation;
- To help pupils become well rounded, social individuals who can work well with others.

### **Objectives:**

#### **To develop children's skills, knowledge and understanding by:**

- Providing a structured environment with clear rules, rewards and sanctions;
- Providing a calm and ordered atmosphere for learning;
- Supporting all children to develop and maintain high standards of concentration and behaviour;

#### **To develop pupils' independence, self-esteem, initiative and motivation by:**

- Expecting high standards of behaviour and respect from all;
- Using positive reward systems for good behaviour;
- Encouraging children to respond to positive rules and to be proud of themselves, of others and their school.

#### **To help pupils become well rounded, social individuals who can work well with others.**

- Providing opportunities for children to develop social relationships in the classroom, in the playground and outside school;
- Structuring learning opportunities for social development;
- Helping children to overcome barriers to good behaviour by developing personalised behaviour programmes for those children who need them.

### **School Rules:**

The school rules are:

- Be respectful to others;
- Do your best and work hard;
- Be kind to each other;
- Respect the school environment.

These were written by and are reviewed by the School Council.

## **Growth Mindset**

Throughout school, in all learning we promote a positive growth mindset. We focus on 5 key skills- **PRIDE**

- **P**erserverance
- **R**esilience
- **I**ndependence
- **D**evelopment
- **E**ncouragement

## **Behaviour management principles for staff:**

Whilst we aim to always reward positive behaviour we acknowledge that there will be times when we have to deal with behaviour which is unacceptable. 'Problems' are normal when children are testing the boundaries of acceptable behaviour. We need to deal with the problems in a calm and effective way.

- **The prime form of behaviour management is positive. We reward good behaviour and use lots of praise. We remember to include the children who always obey school rules and behave well;**

Examples of rewards are:

- Class dojos
  - Headteacher awards
  - Well done certificates
  - Achievement medals
  - Dinner time diamonds
  - Class pets
  - Extra play
  - Texts home
  - Golden time
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- We find the positive in children who find it hard to obey rules and praise when we can;
  - We are fair;
  - We criticise the behaviour, not the child. For example, we say 'that behaviour is unacceptable'. We do not say 'you are a naughty boy, 'or 'I might have guessed it would be you.';
  - We all try to work together and be as consistent as we can.
  - The SLT will have a key role in supporting staff to manage behaviour;

As a school we do all that we can to avoid confrontation and help children to de-escalate situations. We try to spot potential problems before they develop and deal with them in ways that are not intrusive to the rest of the class or group such as:

- Use humour - it builds bridges.

- Keep calm - it reduces tension.
- Listen - it earns respect.

### **What will we do if we see unacceptable behaviour:**

We follow a 4 step approach to unacceptable behaviour. Examples of unacceptable behaviour are on a graded scale and are outlined in appendix 1 to this policy.

**Step 1** A non-verbal or gentle reminder.

**Step 2** A verbal reminder. The child then has lost the right to earn a dojo point at the end of the session and spends 5 minutes in their classroom reflecting on which rules they have broken.

**Step 3** A verbal warning if the behaviour continues and the child takes time out in a partner's class, taking work with them to complete. Parent/carers are informed of the unacceptable behaviour by class teacher: note home, phone call or discussion after school. Incident is recorded.

**Step 4** Jump straight to this stage if a more serious incident has taken place. List specifics and send to KS coordinator. If child goes to their partner class and continues to not follow the rules send to KS coordinator. Child will miss play- outside staff room. Incident is recorded. KS coordinator to contact parent.

**Step 5** After a KS coordinator has contacted home 3 times, parents/carers will be invited into school discuss their child's behaviour with class teacher and KS coordinator/deputy head.

Continued refusal of a child to abide by the school's rules will result in a formal meeting between the child, parents / carer and the Headteacher or Deputy Headteacher, where further measures of support will be considered and if deemed appropriate an **internal exclusion** given.

### **Internal Exclusion**

There are some actions or incidents that require a more immediate response than working through the tiered steps of the behaviour policy. Serious verbal or physical abuse results in stage 4 action where a child is removed from the class or playground. Parents are contacted and if deemed appropriate an **internal exclusion** given.

To reduce the need for external exclusion to the absolute minimal, Robert Bakewell Primary School is using internal exclusion as a further intermediary step as part of its drive for inclusion. This sanction requires a pupil to work in isolation for either a half or full day dependent on the reasons it is given. Appropriate work will be set and as far as possible will require minimal adult support. An LSA will remain with the pupil on a 1:1 basis and for a full day internal exclusion—lunch will be eaten in the same

room so that no contact is made with peers throughout the morning or day. Pupils will be given a short break for fresh air and exercise after normal play and lunch breaks.

Parents will be formally informed of the action taken and asked to attend a meeting with either the Head teacher or Deputy Head Teacher. The pupil will be brought to the school office by a parent or carer and collected at the end of the day for full day internal exclusions.

### **Differentiation (including G&T and SEN):**

Some children have disabilities or specific needs and have special behaviour programmes. The individual behaviour programmes should be followed for these children.

Behaviour management is a really complicated thing. Different children will have different approaches. One child refuser will react only to very gentle but firm instructions. Another child needs a commanding presence and firm instructions. We use our professional judgement to know what works with which child. However, the principles are the same. We deal with the behaviour, not the child and catch positives. We try our best to be consistent and fair in application of sanctions.

The school works with a range of agencies (social care, school nurse service, behavioural unit, Autism Outreach, ADHD solutions) to support children's behaviour.

### **Attachment friendly School**

A child may cause trouble at break times because they fear rejection by their peers and struggle with unstructured time. At Robert Bakewell we address this by:

- Reducing the child's time in the playground
- Introducing tighter structure and supervision
- Creating a 'retreat' inside
- Use a buddy system; a circle of friends approach

### **Break Time/Lunch Time**

The staff on duty monitors behaviour during morning break times. Lunch times are the immediate responsibility of the midday supervisors supported by the head teacher, deputy head and KS coordinators. It is the responsibility of the lunchtime supervisors to decide whether an offence should be dealt with immediately by them or passed on to the member of the SLT.

Lunchtime staff will follow the same process of behaviour management and will award a house point/dojo point on a daily basis to the child who has followed the rules both whilst eating their lunch and during lunchtime play.



Any serious incidents should be recorded by the midday supervisors and passed to member of SLT on duty, if needed the child's class teacher should also be informed at the end of lunchtime of any serious concerns by member of SLT. Depending on the incident the class teacher, KS coordinator or deputy head may need to contact parents.

### **Anti-bullying statement (including cyber bullying):**

Robert Bakewell Primary School does not tolerate bullying of any kind.

Bullying is occurring when a child or children are being unkind to another child several times on purpose. This may be name calling, isolating the child or hurting the child. It is very serious, can be very damaging to the child and needs resolving. If staff are unsure whether or not behaviour constitutes bullying, they must speak to the KS Co-ordinators, the DHT or the HT.

Racist or homophobic bullying is unacceptable in all cases. Any racist or homophobic incidents are written down and reported to governors.

Cyber bullying: we recognise the growing number of primary aged children who are regular users of mobile phones, instant messaging websites and other forums and social networking sites. Whilst not an activity that children engaged in at school, these forms of communication can sadly be a vehicle for bullying and negatively impact on a child's happiness and confidence at school, as well as their academic performance. Cyberbullying of any sort is just as unacceptable as any other form of bullying; therefore, we will make parents aware if their child discloses instances of such bullying and if this clearly is impacting on their sense of well-being and achievement at school.

The headteacher reports any incidents of bullying termly to the Full Governing Body.

### **Recording:**

Each class will have a behaviour log to monitor recurring incidents.

If a child is sent to a member of the SLT, this is recorded. The behaviour and sanctions are described. The Headteacher will monitor behaviour by gender, ethnicity, pupil premium and special educational need. Summaries of the behaviour recorded are presented to governors. Children are not identified in this summary.

### **Management :**

We **all** have a responsibility for behaviour management. Class teachers are responsible for day to day rewards and sanctions. Key stage leaders are responsible for their phase, Deputy head and Head teacher have an overall responsibility for behaviour in school.

The Headteacher has overall responsibility for behaviour in school, and governors have a responsibility for monitoring and evaluation of behaviour.

It is our aim to inform parents of serious incidents of poor behaviour, and also to celebrate children's good behaviour with them. Parents should always be informed when a child needs to have a behaviour diary.

### **Exclusions:**

Ultimate sanction would result in external exclusion either fixed or permanent.

Exclusion of a pupil is a last resort. The school follows Leicestershire local authority's guidelines for exclusion. The only person who can make a decision to exclude a pupil is the Headteacher or the person acting in the role of Headteacher if the Headteacher is absent.

Governors are informed termly of any exclusions.

### **Monitoring and evaluation of behaviour**

- Incidents serious enough to be reported to the Headteacher are recorded. This includes action taken. Behaviour plans are monitored daily and sent home to parents.
- Discussions at staff meetings regularly focus on behaviour – that of general behaviour in school and of individuals under our 'care and concern' category.
- Governors review the Headteacher's analysis of behaviour at each Full Governing Body meeting.

### **Resourcing:**

Stickers, postcards, medals and other rewards are bought from the school budget rather than individual class budgets. Governors are committed to providing additional resources to support children's behaviour.

### **Review:**

Review of the policy is ongoing, and the policy will be changed in the light of major national changes.

The policy will be formally reviewed by governors at least once every three years.

## Appendix 1

### Examples of unacceptable behaviour:

<b><u>Steps 1- 3</u></b>	<b>Step 4</b>
Inattention	Rudeness to an adult
Not doing best work	Racist name calling
Doing no work	Hurting a child
Disrupting others	Bullying
Refusal	
Sulking	
Name calling	