



Baldwins Gate CE Primary School

Behaviour Policy

Date of review	July 2022
Chair of Governors	Fiona Boulton
Headteacher	Leanne Lowndes
Date of next review	July 2024

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Behaviour Policy

At Baldwins Gate Primary School there is a positive approach to encouraging good behaviour, which encourages appropriate behaviour within our caring Christian community. At Baldwins Gate Primary School we value each individual, fostering learning and personal growth. We value all God's children. This is reflected within the school's Christian Values.

Our school values ensure that pupils will be listened to and respected and treated equally and fairly. We aim to do this by encouraging the development of self-discipline, self-respect and consideration for others. We expect everyone to behave in a sensible and helpful way showing politeness, good manners, care and respect in the context of a loving Christian environment. We are a caring community school and our aim is for everyone to feel valued. Children are taught to make the correct choice using our school values as a guide.

As a school community of children, parents, staff and governors, we aspire that our actions and attitudes underpinned by our school values of being:

- Honest
- Respectful
- Loving and Caring
- Resilient
- Fair
- Forgiving

will ensure that Everyone is learning together in faith, truth and love.

1 - Aims and objectives

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment, underpinned by our school values, in which everyone feels happy, safe and secure and one which enables every child to learn effectively and successfully. If behaviour is not managed appropriately, we know this will impact on learning.

1.2 Our behaviour policy is not primarily concerned with rule enforcement. It is centred around our school values and is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour (Appendix 1), as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 - Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children.
- Staff give children team points.
- Staff can reward children with an 'Extra special note to take home' to recognise good work or behaviour that has happened that day.
- Each week, staff nominate children from each class to be awarded with a Star of the Week/Merit Award in our whole school Celebration Worship.
- Staff can nominate children at any point to receive the 'Headteacher Award' for exceptional work, behaviour or display of our school values.
- Class teachers may decide to give whole class Golden Time where children work together as a class and are rewarded with minutes towards activities of their choice, the frequency of this will depend upon the year group.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. We celebrate children's achievement out of school in Celebration Worship, e.g. music or swimming certificates.

2.3 The school employs a number of sanctions to enforce the school rules, our school values and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. When a child displays behaviour that is 'less than good' (Appendix 2) staff will follow the steps outlined later in the policy.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- We expect children to show respect to others. If they do not do so and a child is disruptive in class, the teacher will speak to them about this. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down and are able to work sensibly again with others.
- We expect the children to behave safely in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- We expect the children to treat each other with kindness. If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is appropriately sanctioned. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment, in order to discuss the situation, with a view to improving the behaviour of the child. Please see our Anti-bullying policy for further guidance relating to bullying issues.

- 2.4 Both the Headteacher and class teacher discusses our school values and the school rules regularly with the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss this with the whole class during, for example, a PSHE lesson or a Circle Time.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to confront the bullying and the harm that it causes. One of the ways that we will do this will be to encourage those involved to address the hurt caused, understand its implications and repair the relationship/friendship. It is important that all our children are able to attend school free from fear. Please see our Anti-bullying and Online Safety policy for further guidance relating to bullying issues.
- 2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Please see our Restrictive Physical Intervention Policy for further information.

3 - The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced, our school values are evident in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children, with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves, in the first instance, the class teacher deals with incidents in the normal manner by speaking to the child and explaining how their actions do not reflect which one(s) of our school values. If there are additional incidents, then the child will be referred to the Deputy Headteacher. However, if misbehaviour continues, the matter will be referred to the Headteacher, who will speak to the both the child and their parents.

Depending on the incident in the first instance, it may be necessary for the class teacher to follow this up with an informal conversation with the child's parent.

- 3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 - The role of the headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 - The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus and home school reading diaries, and we expect parents to read them and support them, in order to be equally accountable for their children's behaviour.
- 5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 We expect parents to support our school sanctions. If parents have any concerns about the way that their child has been treated, they should initially meet with the class teacher at a mutually convenient time. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, through the School Governors.
- 5.5 We would expect that all adults on school premises are examples of excellent role models for children's behaviour.

6 - The role of governors

- 6.1 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 headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 - Fixed-term and permanent exclusions

7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. In November 2005, the Internet address was www.teachernet.gov.uk and the relevant page was [/whole school/behaviour/exclusion/guidance/](http://www.teachernet.gov.uk/whole-school/behaviour/exclusion/guidance/)

7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.3 If the headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

7.6 A discipline committee, made up of between three and five governors, would be established as needed to consider any exclusion appeals on behalf of the full governing body.

7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 - Monitoring and review

8.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

8.2 The school keeps a variety of records concerning incidents of misbehaviour. Senior Management record (serious incidents). The headteacher records those incidents in

which a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on a behaviour incident log.

8.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

8.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Rewards and Sanctions

Our aim at Baldwins Gate is to ensure our children achieve their full potential by exposing them to a wide range of experiences and varied learning opportunities. We strongly believe that learning should be a happy and rewarding experience for all involved. In order for us to achieve this, it is essential for us to have a clearly defined set of rules, rewards and sanctions. Children respond best when they know the boundaries, when they are rewarded for positive behaviour and when they know what the sanctions will be if they should behave in a negative way. It is also essential that school and home work closely together to promote the values outlined above.

Everyone involved in assisting with the education and organisation of children in our school are expected to treat all children with respect. We are always striving to build up the self-esteem and look for the positive in all children. We use the Christian values to praise children or to show what they have done is unacceptable.

Rewards System

We believe very strongly that good behaviour and a good attitude to work should be rewarded through:

- Verbal praise and encouragement
- Team points may be awarded for all positive behaviour, good work, effort, etc. These are counted up, with scores being celebrated weekly during Celebration Worship. At the end of each term, there is a termly winning house team – the winning team are given a reward e.g. a Bee Active session.
- Star of the Week/Merit Awards (on average 2/3 Star awards are given per class each week), these can be values or work based. These children are chosen by their class-based staff if they have done something really good during the week e.g. good work or effort, improved confidence, presentation of work, helpfulness, caring attitude. These will be presented to the children at the Celebration Worship on a Friday. Teachers must keep a record of their weekly Stars so that all children receive the award equally.

- Children who have shown excellent behaviour or work in school may also be given the Headteacher Award.
- Children may be sent to other members of staff to be rewarded for good work.
- Children who have shown excellent behaviour or work in school may be given an 'extra special note to take home' so they can share this instantly with parents.
- Class incentives – throughout the week, the children are encouraged to work together as a team to demonstrate, for example, good behaviour, attitude, learning behaviours and team work to earn minutes towards their class's chosen reward e.g. Golden Time, free choice, time outside, reward jar.
- The School email/phonecall – Staff may send home a positive message to advise parents when their child has done really well or if they have remedied their behaviour or made real improvement in their behaviour to celebrate this success.
- Teachers and classes have a variety of other class-based incentives to reward good work or behaviour or class efforts.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions so that children are aware of the boundaries. Most instances of poor behaviour are relatively minor and can be adequately dealt with through the school's agreed minor sanctions. We employ each sanction appropriately to each individual situation.

Minor Sanctions can include:

- Moving a child to sit in a different position in the classroom or on their own.
- A child is asked to complete or redo a task
- A child stands out of 5 minutes of their playtime
- A child sits out of 5/10 minutes of the class golden time / incentive activity

For repeated instances or more severe behaviours more severe sanctions maybe used, these can include:

- Moving a child to work outside the classroom until they are calm (supervised by an adult).
- The child may be asked to work within another classroom.
- A child stands out of 15 minutes of their playtime

In most cases, children respond very positively to the school's minor sanction procedures. If however, a child continues to cause concern, or in the case of a serious incident the Head teacher will contact the parents who will be informed and expected to support and work in partnership with the school to address and improve the unacceptable behaviour being displayed.

EYFS

If an incident of unacceptable behaviour does occur, the teacher will deal with this instantly using positive reinforcements, however, where needed sanctions will also be used, such as removing the child from the activity to allow them to calm. The teacher will then discuss this behaviour with the child (at an age appropriate level).

Key Stage 1 and 2

If a child displays behaviour that is not in line with our expectations (not good behaviour – appendix 2) or our Christian values, the following process is followed by staff:

1. The behaviour will be acknowledged by a member of staff and the expectations of behaviour reiterated to the child.
2. If the behaviour continues, the member of staff will talk to the child about why they are behaving in such away and are given a **choice** to restore their behaviour and/or move to an alternative place in the classroom.
3. If the behaviour continues, the child will receive a verbal warning, and the member of staff will record the child's name and behaviour in a class log.
4. On continuation of the behaviour, a second verbal warning will be given, with acknowledgement that if the behaviour continues a sanction will be given.
5. The sanction is given
6. If the behaviour continues a member of the Deputy Headteacher or Headteacher will be sent for and the child will be asked to leave the lesson.

If there is a serious incident of unacceptable behaviour (Appendix 3) the deputy headteacher or the headteacher will be called immediately. The behaviour will be recorded in on an incident log (MyConcerns) and parents informed.

Poor Behaviour at Break and Lunchtimes

It is the responsibility of the member/s of staff on duty to deal with an incident at break or lunch time, the following process will be followed by staff:

1. The person on duty will investigate the issue.
2. If after investigate the incident requires more than an acknowledgment of the behaviour and a reminder of expectations, or is a repeat incident during the same break time, the incident is handed over immediately to the class teacher to investigate further. When investigating the class teacher will use TED (Tell, Explain, Describe)
3. After the investigation, depending on the incident a child will either receive a verbal warning or a sanction.
4. If the incident is serious, it will be handed over to the deputy headteacher or headteacher, with a full and detailed explanation, to deal with.

If there is a serious incident of unacceptable behaviour (Appendix 3) the deputy headteacher or the headteacher will be called immediately. The behaviour will be recorded in on an incident log (MyConcerns) and parents informed.

Recording of Behaviour Incidents

Any incidents of a child receiving a sanction (from point 5 of our procedure) for behaviour that is less than good (Appendix 2) will be recorded on a behaviour incident form. After 4 of these incidents parents will be called into school for a formal meeting.

Any incidents of a child receiving a sanction for Level 1 Unacceptable Behaviour (Appendix 3) will be recorded on a behaviour incident form. After 2 of these incidents parents will be called into school for a formal meeting.

Any incidents of a child receiving a sanction for Level 2 Serious Unacceptable Behaviour (Appendix 3) will be recorded on a behaviour incident form. After 1 of these incidents parents will be called into school for a formal meeting.

After the formal meeting between the parents and headteacher a parental contract will be required to support behaviour incentives and a formal individual behaviour plan (IBP) will be put in place.

Exclusion procedures may be initiated in exceptional circumstances, where there has been an extremely serious incident or long series of unacceptable behaviour. It is only considered when there is a threat to the provision of efficient education for, or the safety of, the majority of children or where physical or verbal violence is used against staff. Please refer to our Exclusion policy for more information.

Restorative Work

The school values the use of restorative conversations to ensure that pupils learn about acceptable behaviour and to support them in self-regulation. Restorative conversations will help rebuild any fragile relationships in a dignified and calm manner. Restorative conversations will take place after a child has received a sanction for their behaviour.

The restorative process begins with the "Think Tank" activity which encourages pupils to take 5 minutes time out to reflect on their behaviour and its consequences. This is then followed up with a discussion which focuses on the following: -

Why did you behave that way?

Could you have prevented it? How?

What could you do in future to help you to manage your feelings and behaviour?

Why is it important to be ready to learn/safe/respectful?

How does it feel when you make a positive behaviour choice?

When have you been successful before?

The deputy headteacher or headteacher will support any restorative conversations if required.

Individual Behaviour Plan

At Baldwins Gate we recognise that all children are different and that this policy may not be effective for all children. Therefore, an Individual Behaviour Plan (IBP) will be drawn up, an IBP can take two forms:

An Informal Individual Behaviour Plan (IBP) is an individualised document to support each pupil's behavioural needs. It will be an informal document led by the teacher.

A Formal Individual Behaviour Plan (IBP) is an individualised document to support each pupil's behavioural needs. It will be a formal document led by either the SENDCo/Deputy/Headteacher in consultation with the child, parent(s) and other professionals as deemed necessary.

In the informal plan, the individual child's needs and/or circumstances will be taken into consideration and a personalised plan of how to deal with behaviour that does not meet school expectations will be put into place that is followed by all staff in school. For these children their behaviour is not what needs support but how it is rewarded or sanctions given may need to be different.

In the formal plan, the reporting arrangements will vary according to the child's needs. The SENDCo/Deputy/Headteacher will discuss this with the parents/carers and the child in a formal meeting. The plan will be reviewed every 4 weeks.

Whilst on a Behaviour Plan the expectations of the child's behaviour remains the same as the expectations, we have of all children however the day may be broken down into smaller sessions to support the child in meeting these expectations.

Appendix 1

What does good behaviour look like at Baldwins Gate Primary School?

- Children demonstrate active listening. They will have their arms in a comfortable basket position whilst doing this, whether at their tables or on the carpet.
- Children demonstrate fantastic walking around school when it is safe to do so. Children always walk on the left of corridors. They stop to let adults past. They walk silently around the school building.
- Children use their manners and are courteous and polite. They say please and thank you.
- Children take turns, whether in play or at learning.
- They respond to the silent signals that all staff will use to manage the behaviour of groups of children these may include: palm of hand to stop, finger on lip to stop talking/be quiet, hand raised for quiet
- Children work in collaboration with others – pairs and groups.
- Children take pride in their uniform and self-regulate its smartness with a “uniform check”.
- Children take pride in their school and we teach and encourage tidiness.
- Children take proper care of equipment, including putting back equipment when used e.g. play equipment, trays at lunchtime.
- Children to take on roles and responsibilities as monitors in order to maintain a litter-free building and site.
- In the dining room the children socialise with their peers and this takes place within defined parameters with high expectations in terms of manners and conduct. They pack their own things away or scrape their own plates if they are hot meals.
- On the playground, children play safely and utilise the provision available to them. The good behaviour routines apply to the playground as well as inside the school building.
- Pupils take full participation in Worship. They walk quietly to and from worship. They display exemplary behaviour throughout.
- The school acknowledges excellent behaviour and all the efforts and achievements of children, both in and out of school. Such achievements are also celebrated.

Appendix 2

Behaviour that is less than good

Behaviour that is less than good The following behaviours fall short of the high standards contained in our behaviour policy and if repeated will result in a consequence:

- Teasing or “winding up” other children
- Telling fibs
- Interfering with another person’s property
- Talking while the teacher is talking
- Ignoring instructions
- Calling out or shouting
- Deliberate lateness and time-wasting
- Poking, pushing or prodding
- Swearing as part of a general conversation
- Unsociable behaviour at the lunch table
- Chewing gum or eating sweets
- Dropping litter
- Making irritating noises
- Play fighting/wrestling where all children have chosen to join in
- Making unkind remarks about another person or another person’s family
- Spitting not at another person
- Making fun of another child’s work
- Misuse of classroom equipment (especially scissors)
- Throwing or flicking small objects in the classroom
- Misuse of toilet or wash areas
- Name-calling
- Telling lies to cause problems

Appendix 3

Unacceptable Behaviour / Serious Unacceptable

The following behaviours are deemed unacceptable and will always result in the issuing of a consequence. The consequence will be recorded as part of the Behaviour Incident Log, which will be stored in the Head of Schools office. This behaviour must be reported to the deputy head or Headteacher. This behaviour should be reported in an appropriate way to parents/carers.

Level 1 - Unacceptable Behaviour

- Writing graffiti on books, desks or walls (to purposely deface)
- Repeated refusal to follow an adult's instruction
- Answering back or arguing with an adult
- Stone throwing or any dangerous play
- Spitting at another person
- Biting another person (EYFS)
- Persistent rudeness/insolence
- Leaving the classroom without permission
- Persistent and wilful attempt to disrupt the learning of others

Level 2 – Serious Unacceptable Behaviour

- Swearing at another person with the intent to offend
- Threatening or intimidating behaviour
- Biting another person
- Name-calling related to gender, race or appearance
- Theft
- Vandalism
- Inappropriate touching
- Leaving the premises without permission
- Physical violence towards other pupils, staff or adults in school
- Bullying (always to be reported immediately to deputy headteacher or headteacher) for a definition of bullying please see the school's Anti-Bullying policy.