

BENGEO PRIMARY SCHOOL POLICY	
Subject: Behaviour Management	
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Committee Responsible: Curriculum	Next Review Date: Summer 2019

Purpose of Policy

There are four main purposes to this policy:

- To establish entitlements and expectations for all pupils
- To establish entitlements and expectations of all staff
- To promote a consistent approach to behaviour across the school
- To state the school's approaches to behaviour management in order to promote public understanding amongst parents/carers and the wider community of our strategies to manage pupils' conduct effectively

Introduction

Effective behaviour management is a prerequisite to delivering the curriculum. Behaviour management is an element of the School's approach to personal, social & moral education, which underpins all that we seek to achieve at Bengeo School. Most pupils arrive in school with a good understanding of right and wrong, and that their actions may have consequences for themselves and others. Most pupils are curious and have a keen desire to learn. We endeavour to build on the personal, social and moral codes developed by parents with their own children to promote positive and constructive behaviour in school. In a small number of instances such understanding needs further development.

It is the role of the School to help all pupils to aspire to, and reach, the highest possible standards of conduct and prepare them to be mature and responsible citizens who will play an important part in society in future years. It is essential that all staff act as role models for pupils and promote positive attitudes and conduct during their time at the School, including speaking respectfully to pupils, parents and colleagues.

We expect all staff, and in particular teachers, to establish a framework of learning in their class which can develop and sustain effective, independent learning. All staff have high expectations of pupils' conduct and attitude regardless of pupils' social, ethnic, cultural or religious background. Good conduct is based on mutual respect and the establishment of positive relationships.

In behavioural terms, Bengo School aims to:

- Ensure that by the time pupils leave Bengo, they are independent learners with high expectations of themselves
- Help pupils to become self-disciplined and self-motivated and have solid moral values which will help them to fulfil their potential and play a positive role as citizens when they reach adulthood
- Engage and stimulate pupils' interest in the world around them, fostering a sense of awe and wonder in the immensity and beauty of what they encounter
- Help pupils to develop informed concern about the quality of their environment and develop a sense of care for the community and its people
- Help pupils to explore values that involve developing attitudes about complex issues
- Help pupils to understand that people come from many different social, cultural, religious backgrounds, and yet whose values are often similar
- Develop a sense of generosity, honesty, caring, responsibility, thoughtfulness, tolerance, co-operation, collaboration, politeness and trust amongst all pupils
- Provide a secure, happy, caring and stimulating learning environment, in which pupils are able to develop their skills, talents, knowledge and concepts to the full
- To develop a sense of corporate identity and pride in being a pupil at Bengo School
- To help pupils in conjunction with their parents to develop a sound moral basis for their future lives

Strategy for Implementation

All parents are entitled to have their concerns taken seriously, investigated and advised of the resolution of issues raised.

Staff Entitlements and Expectations:

- To fully implement this policy and strategy as set out below
- To expect pupils to behave in a courteous, polite and respectful manner
- To expect co-operation and support from parents and carers in dealing with pupil misconduct
- To closely supervise pupils as they move about the School
- To be entitled to be treated with respect
- To take pupils' concerns seriously and deal with them promptly
- To report repeated concerns to Key Stage Leaders

Pupils' Entitlements and Expectations:

- To learn and play in an environment free from the physical, verbal and psychological and emotional pressures, which emanate from the misconduct of others
- To learn in a setting free from disruption and distraction caused by the conduct of others
- To expect guidance and encouragement from staff at the School and their support should they be subject to inappropriate or unacceptable pressures from their peers

- To expect praise, encouragement and reward for their efforts and achievements
- To work with concentration to sustain and complete tasks and to contribute to lessons in a constructive manner free from disruption and distraction
- To explain their conduct in a truthful and honest manner
- To expect high quality lessons based on good planning which is matched to the needs of pupils and which demonstrates high expectation of pupils' capabilities
- To move around the school in a calm, orderly and safe manner
- To play constructively, cooperatively and to allow others to play with them. No child should be isolated in the playground.
- To be treated with respect

Implementation

Behaviour management is a key element in the success of the school. Dealing with playground misconduct and classroom disruption is time-consuming and deflects staff from their key role to educate. Calm, orderly classrooms are essential for pupils to be educated effectively. Most pupils at Bengeo are well-behaved. Our approach to developing pupils' positive conduct is based on praise, encouragement and reward, thus building on the personal, social and moral values which pupils bring to school with them and which have been fostered in their own families. For a small minority of pupils the expectations of conduct at school is more demanding and consistent than that offered at home. From an early age pupils are inducted into the Schools code of conduct via their engagement in setting class rules.

Rewards

All staff, teaching and non-teaching, are expected to implement our strategy of praise, encouragement and reward throughout the school:

- Immediate visual, eg. a smile, thumbs-up
- Immediate verbal, eg. "Well done! You're doing that very nicely" (This may be privately or publicly delivered)
- Recorded, eg. a stamp, sticker or note home
- In EYFS
- In Key Stage 1, pupils complete a merit log which leads to a Headteacher's achievement certificate
- In Key Stage 2, pupils receive 'dojos' and receive a reward agreed by the class (these are discussed and agreed within the year-group to ensure equity)
- Pupils are all eligible for a Headteacher's Star Learner certificate

Pupils showing high quality work, sustained effort and/or significant improvement may be sent to curriculum, phase or senior leaders, including the Headteacher, for special praise, encouragement and reward.

Once awarded no reward may be removed from pupils owing to subsequent misconduct.

Fostering a Positive Classroom Environment

A positive classroom environment can be fostered by:

- An inspiring, creative, interesting and stimulating curriculum - epitomised by high quality teaching
- A broad and balanced curriculum delivered through a range of learning styles
- A strong emphasis on practical learning through enquiry and applying knowledge to investigate and solve problems
- Well-planned and resourced lessons
- Displays which demonstrate a value of all pupils' work
- Calm, constructive and genuine relationships based on mutual respect
- Regular use of Circle Time
- Use of praise, encouragement and reward
- A well laid out classroom
- Easy access to resources
- Clear and high pupil expectation
- Consistency of approach from staff
- Well-established routines and rituals
- An agreed and displayed class code of conduct
- Positive verbal and written feedback
- A knowledge of pupils' strengths, talents and needs

Creating and maintaining a positive playground environment

- Midday supervisory assistants engage and lead pupils in play activities
- Staff engage pupils in sociable conversation and avoid becoming engaged with other adults in the supervision of pupils
- Staff minimise lining up times to enter the dining hall/school.
- Staff ensure that pupils keep to the designated play spaces
- Staff position themselves to ensure that they can monitor the playground effectively
- Teaching Staff collect pupils at the end of break times and lead them calmly to their classrooms
- Disputes are dealt with calmly and promptly
- Serious incidents are passed to team leaders or the Deputy Headteacher promptly

Dealing with misconduct

In dealing with misconduct, staff:

- Take concerns raised seriously.
- Act promptly
- Are consistent and assertive
- Demonstrate that they dislike the conduct not the child

- **Must** listen to what the pupil has to say
- Do not jump to conclusions because a pupil may have a history of good or poor conduct
- Avoid confrontation by offering choices to pupils who have put themselves in a situation where they feel in danger of losing face
- Avoid making threats, but do not back off from taking clear and decisive action when necessary, and ensure that it is possible to do what they say to a child
- Act as role models and deal with incidents in a calm, professional and reasoned manner
- Make decisions based on evidence pertaining to the incident in question
- Communicate with parents if necessary

Where a serious incident occurs, attempts should be made to obtain corroboration from other pupils and where possible adults. Notes are kept of significant incidents and repeated incidents. When in doubt about what action to take, staff refer to team leader or Headteacher. Teachers make a brief record of such misconduct using the Child Protection Online Management System (CPOMS). Repeated misconduct is reported to team leaders. They may need to take further action, based on information already received from other staff, such as midday supervisory assistants. Staff **must** inform team leaders **AND** the Headteacher should misconduct persist. In addition the Headteacher consults with colleagues as to whether a referral should be made to an external agency.

Sanctions

All staff are authorised to apply the sanctions set out in this policy.

- All acts of misconduct are dealt with promptly. Punishment, where necessary, reflects the seriousness of the misconduct and should take into account any previous acts of similar behaviour.
- In most instances pupils are admonished. It is made clear that saying sorry is only worthwhile where the child appreciates that they have behaved inappropriately **and** that they will not deliberately repeat such behaviour.
- Where pupils disrupt a lesson, they will be sent to another class briefly (5 mins). They will be expected to complete any work which they have missed in their own time, until it meets the required standard.
- All class teachers are paired with a year partner. Pupils may be sent to the partner's class for short periods. Removal for longer periods is possible with the consent and prior knowledge of the team leader who will inform the Headteacher. Repeated need for this course of action will lead to follow up by the Headteacher and may result in being placed on report for behaviour monitoring.
- Pupils should **not** miss other 'favourite' lessons such as swimming or games since they have an entitlement to all aspects of the curriculum. This is only forfeited should they disrupt that specific lesson.
- Repeated misbehaviour will result in a punishment such as a detention during lunch time or after school. This may include school-based community service or imposition of a task - such as picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining room after meal times etc...

- Where a pattern of misconduct is evident, teachers should attempt to engage parents in managing pupils effectively. At the very least parents should be asked to support the actions of staff and to make it clear in a joint meeting with the pupil that such misconduct is unacceptable at home and school.
- Contracting can be a useful tool. Short-term targets are agreed with pupils and parents over, for example, a two-week period. A record card is used with a smiley/sad face used for younger pupils (and/or stickers) and a commentary accompanied as above for older pupils who will be able to read the comments for themselves. Staff aim to be constructive with such report cards, which nevertheless should truly reflect the pupil's conduct. It is vital that parents remain engaged in the contracting process. Parents are called in to see the card at the end of each (week) period. As part of this process the parent agrees to provide a (small) reward once the target is achieved. Contracting should only be used for short periods (eg. 2 weeks) and can be used again after a break of a similar period. The Headteacher and Deputy Head can sanction this if it is felt appropriate.

Pupils conduct outside the school gates

The expectation is that pupils conduct themselves well outside of the school gates. Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

All sanctions must be closely supervised by the member of staff initiating them.

It is a priority for staff to rebuild a child's self-esteem where it has been lowered.

Serious Misconduct

Some rare forms of misconduct at Bengeo must be reported immediately to the Headteacher.

These are:

- Violent conduct
- Foul and/or abusive language directed at staff
- Bullying (see definition p11)
- Racist, homophobic or sexist conduct
- Refusal to obey **any** member of staff

- Repeated disruption to lessons

Should any of these issues arise pupils lose a significant amount of free time. Only one warning may be given to any pupil by the Headteacher or Deputy. Should a subsequent incident occur, parents will be informed promptly where possible by telephone and will be asked to meet with the class teacher or Headteacher as soon as possible. A clear warning about the consequences of future misconduct will be issued. Repeated similar serious misconduct within a short time frame (eg 1 month) may lead to exclusion from school.

Exclusion

Only the Head or Acting Head may exclude a pupil. Upon return to school, the pupil should be escorted to the Headteacher by a parent. An apology for misconduct will be expected, and commitment to maintain the School's code of conduct.

Longer periods of exclusion of up to 5 days may result if further misconduct occurs. This will be followed by a reintegration interview where clear expectations for behaviour are established. If these are not followed, exclusion could recur or become permanent, pending reflection from the Headteacher.

Work will be set by the class teacher to be completed at home.

Code of Conduct

Each year, teachers agree a class code of conduct with their pupils. This should be concise and prominently displayed and in keeping with the school's behaviour policy.

The School Council

Two representatives are elected from each of Years 1-6 each academic year. The role of the School Council is to help staff to make Bengeo an even better, safer and happier place in which to be educated by providing the pupils' perspective on what makes the school successful and pleasant. Minutes of the school council are circulated to all classes and discussed.

Moral and spiritual development.

Spiritual and moral values have an important role in developing pupils' positive attitudes to school and society. Spiritual and moral rules are an intrinsic and explicit part of our pattern of assemblies and these are taken further during PSHE and RE lessons. Such values underpin our School Code of Conduct.

Staff Development and Induction

Upon appointment all staff will be given a copy of our Behaviour Management Policy. Behaviour management is regularly revisited in staff meetings and opportunities are provided for all groups of staff to attend behaviour management training. For NQT's behaviour management is an integral part of their induction programme and is provided on site as well as at external venues.

Leadership Management

The Headteacher and Senior Leadership Team are responsible for the effective implementation of policy. The Headteacher uses Monday assembly, which all pupils and staff attend, to set the tone for the week, delivering a rolling programme of religious, moral, personal and social themes. Informal mentoring as well as formal observation is used to ensure that pupils are well managed and inspired by the quality of teaching offered - thereby minimising misconduct. The Headteacher has a high profile around the school especially at lunchtime and endeavours to act as a role model for pupils and for staff in managing pupil conduct effectively. Forums have been established for MSAs and TAs to ensure that there is an opportunity for feedback for all staff on variety of issues including behaviour management.

Monitoring and Evaluation

The Senior Leadership Team regularly reviews the effectiveness of the behaviour management policy and strategy. Annually all staff and governors evaluate its effectiveness. As part of classroom observation and monitoring the Headteacher and Deputy Headteacher provide feedback regarding the quality of behaviour management in the classroom.

Partnership with Parents

It is essential that we work in a constructive partnership with parents to manage pupils effectively in school. Pupils are only likely to give of their best when they are happy, confident and believe in themselves. Pupils often exhibit poor conduct when they have a low opinion of themselves. This can be a result of failing to thrive in school because their educational needs are not being met effectively. The most serious misconduct often reflects social concerns beyond school and we liaise with external agencies to support families. As a staff we always examine the quality of our educational provision for individuals giving cause for concern as a first priority. Where this is clearly not the case we engage parents in examining the social context in which their child is being educated.

Much support and guidance can be offered by school staff. However, should such intervention not prove fully successful external agencies can be invited to provide support and advice. Such action is only taken with the full knowledge and consent of parents. Parents are also advised that they can withdraw from such a process at any time.

When a pupil's conduct is giving cause for concern parents are informed promptly and invited to meet with staff. Initially this is likely to involve the class teacher and parent(s). However, in more serious cases the Special Educational Needs Coordinator and/or Headteacher may become involved at an early stage.

Dealing with a pupil's inappropriate conduct can be extremely stressful for parents and staff. **It is important that staff and parents adopt a constructive approach and that all parties deal with the concerns calmly, demonstrating mutual respect and tolerance.** The aim is to ensure that conduct improves and is sustained at a consistently acceptable standard, rather than to apportion blame.

Should parents feel that a concern has not been dealt with appropriately they should follow the guidelines set out in the *Governors "Concerns and Complaints"* procedure.

Involvement of Other Agencies

With the agreement of parents, pupils may be referred to:

- Behaviour Support Team
- Educational Psychologist
- Social Services
- Educational Support Centre
- CAMHS
- Other agencies as necessary

Circle Time

Circle time may be used in each class to explore personal social and moral issues which are either of concern or from the theme of the week as shown on assembly rotas. Circle time is not timetabled as something extra. Where necessary, training is provided to new staff in using Circle Time and opportunities to observe experienced practitioners of this approach are offered. Teachers are strongly encouraged to include classroom support staff in Circle Times. Teaching Assistants may be invited to lead sessions occasionally to build their relationships with pupils currently in their charge.

Code of Conduct

What we expect from ourselves and each other:

- Stay focussed on learning
- Join in and have a go
- Play sensibly and safely
- Treat our school, everyone and everything with respect

Signed by the Chair of Governors on behalf of the Governing Body, who approved this Policy on.....

Signature:

Name:

Appendix B - LEVELS & RESPONSES TO INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

LEVEL 1	
ACT	STANDARD RESPONSE
<ul style="list-style-type: none"> • Teasing/name-calling • Pushing/pushing in • Talking when teacher/TA is talking • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Inappropriate use of school equipment including playground equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Deliberate spoiling of uniform • Playing in banned areas eg. mud 	<p>Class Teacher imposes one or more of the following:</p> <ul style="list-style-type: none"> • Listening to all sides, talking through and resolving incident, including apology, and recording where necessary • Warning systems • In-class sanctions eg. working on own, time out • Missing play/Golden Time (supervised) • Withdrawing of privileges • Dealing with issues in Circle Time • Relocating to parallel class for specified period (with work) • Informing parents at home time
LEVEL 2	
ACT	STANDARD RESPONSE
<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Arguing back or rudeness to staff • Spitting • Lying • Biting, hitting, kicking, punching • Defacement eg. scribbling on desk or other work • Fighting - escalating from squabbles • Swearing - both verbally & other • Provocation - 'winding up' • Inappropriate use of ICT including the internet and texting 	<p>Phase Leader/SLT imposes one of more of the following:</p> <p>Listening to all sides, talking through and resolving incident, including apology, and recording on CPOMs</p> <p>Putting child on Report for specified period</p> <p>Implementing contract</p> <p>Informing parents</p> <p>Missing one or more playtimes (supervised)</p> <p>Withdrawing of privileges</p> <p>Withdrawal from school trips/sport events</p>
LEVEL 3	
ACT	STANDARD RESPONSE
<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Deliberate damage to school property/ Vandalism • Assault/Violence (serious or unprovoked) • Fighting • Stealing • Racist or sexist remarks or behaviour 	<p>DHT or HT who imposes all of the following:</p> <p>Investigating and recording behaviour on CPOMs</p> <p>Informing parents in person (and in writing if un-contactable)</p> <p>Putting child on Report for specified period</p> <p>Implementing contract</p> <p>Lunch time detention</p>

<ul style="list-style-type: none"> • Bullying/Extortion • Running out of school 	Considers exclusion
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Bullying:

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms but the three main types are physical (e.g. Hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups)" [DfEE Circular 10/95]

For any incident, which includes racism the County Guidelines for dealing with **Racial Harassment**, should be referred to. The County Guidelines and Bengeo School accept The McPherson Report's definition of racial harassment, which is...**"any incident which is perceived to be racist by the victim or any other person"**

Single incidences of verbal or physical attack and behaviour which is hurtful but not intentional, must also be taken seriously and dealt with by the school according to the principles outlined in the policy. Offenders are always made aware that the effect of their conduct is hurtful to others.

Any **victim of bullying** will be fully supported by staff at the school and help & guidance will be offered to parents regarding any further action, which may be deemed necessary.

The school will act and be seen to act in all instances, which fall within the above definition of bullying. It is also recognised that bullies are frequently the victims of bullying and that their bullying is "learned behaviour". Some bullies themselves need help and support and the school has a responsibility to ensure that they receive it. Phase leaders or the Headteacher record all incidents of bullying or racism, which meet the above criteria.

Individual staff must be alert to signs of bullying and act firmly and promptly against it. Failure to do so may be seen as condoning such behaviour.

"Victims and witnesses to bullying should know that it is OK to tell and that they will receive practical help if they so do"... Taken from Hertfordshire County Council's "Guidance on Preventing and Responding to Bullying"