

# Bicton C.E. Primary School and Nursery

*Learning for a Lifetime*



## BEHAVIOUR POLICY

### AIMS

Our aim is that everyone should act sensibly, show respect and politeness, and be kind and considerate towards others at all times. We aim for every member of our school community to feel valued and respected and for each person to be treated fairly.

### BELIEFS AND VALUES

- At Bicton C of E Primary School and Nursery we believe each day is a NEW START.
- We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour Policy is based on the principles that all members of the School can live and work together in an environment where everyone is supported and feels happy, safe and secure.
- As a school, we consider the views of all stakeholders and regularly review our policy and practice, ethos and expectations related to behaviour.
- We have high expectations of our pupils and staff. We expect all our staff to model high standards of behaviour, when interacting with the children and with each other, as their example has an important influence on the children.
- We believe that classroom management and teaching methods have an important influence on the children's behaviour and attitudes towards their learning.
- We recognise that the relationships between teaching staff and children, strategies for encouraging good behaviour, access to the curriculum and resources and classroom displays all have a bearing on the way children behave.
- We value the partnership with parents and guardians, which is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with any problems or issues.

## **EXPECTATIONS OF THE CHILD'S BEHAVIOUR**

- Be kind and caring towards others and treat everyone with respect – treat others as you would like them to treat you.
- Listen and respond to all adults promptly without needing to be reminded – always be polite.
- Listen to others' views and take turns to share your ideas – help each other to learn.
- Work hard to finish your task in the given time – always try your best.
- Move around the building sensibly and quietly – make it as easy as possible for everyone to learn.
- Share resources and equipment with care and respect – show that you are proud of our school community.

When joining the school, each parent / guardian will receive a copy of\* and be asked to agree to our Home-School Agreement, which explains the expectations of our School. (\*in Welcome pack)

Details of how we prevent bullying are provided in our Anti-bullying Policy.

## **MANAGEMENT OF BEHAVIOUR**

At the start of each school year, every class discusses and agrees a set of class rules, which support our aims and expectations. The rules are displayed in each class and are referred to and embedded in everyday practice.

## **REWARD SYSTEMS**

We use a range of rewards to encourage positive behaviour. Many of these are part of our Friday celebration worship. These include:

- Collective house points award
- Punctuality and attendance award
- House Captain's choice award

Annual Celebration Assemblies also recognise and acknowledge positive behaviour and include:

- Citizenship cup (nominated by pupils in each class)
- Cups / shields for Reading, Writing, Maths and PE

Each class teacher also uses their own rewards systems using a range of approaches to meet the needs of the children in their class. These include:

- Class Dojo points
- Postcards home / certificates from class teacher or Head teacher
- Stickers to reward good behaviour / listening
- Display boards to celebrate special work / achievement
- Tapestry and Class Dojo offer parents the opportunity to celebrate success out of school
- Extra responsibilities / monitor roles assigned to pupils as recognition of positive behaviour
- Sharing work with other teachers to celebrate achievement

## **INTERVENTIONS AND SANCTIONS**

### **Lesson time:**

Teaching staff make use of a variety of classroom-based sanctions where necessary, as shown below.

1. Verbal warning / reminder: speaking to the child during the lesson.
2. Moving the child to sit somewhere else to work
3. Removing the child from the lesson to work outside the classroom
4. Child going to Deputy head teacher's classroom for 'time out'
5. Child sent to Head teacher

Most minor behaviour incidents will not be formally recorded.

Where inappropriate / unacceptable behaviour is occurring, class teachers and / or the Head teacher will involve parents / guardians in a range of different ways. These may include:

- Brief informal conversation at the end of the day.
- Contacting a parent / guardian to arrange a meeting to discuss the child's behaviour and a suitable way forward at the earliest possible stage.
- Establishing regular meetings / contact with the parent / guardian.

### **Break-time and Lunchtime**

1. Verbal warning for any inappropriate / unacceptable behaviour or any rules that are not respected / followed
2. Child having 'time out' for 5 minutes.
3. Child sent to Deputy head teacher/s
4. Child sent to Head teacher

### **Further Sanctions**

Following discussions between parent(s) / guardian(s), the class teacher and / or Head teacher and, where appropriate, the child, this may lead to the involvement of external agencies e.g. Local Authority Inclusion Service. An internal exclusion, where a child is removed from their class to work in a different area of the school for an agreed period of time, may be decided on. Certain circumstances may lead to the exclusion from Bicton C of E Primary School as the appropriate sanction.

## **PHYSICAL INTERVENTION**

It is currently very rare for Bicton C of E Primary School staff to make use of physical intervention. The School works in line with the DfE guidance document 'Use of Reasonable Force' published in July 2013. Key features are stated below and are agreed school policy:

### ***What is reasonable force?***

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.*
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.*
- 3) 'Reasonable in the circumstances' means using no more force than is needed.*
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.*

### ***Who can use reasonable force?***

- All members of school staff have a legal power to use reasonable force.*
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.*

### ***When can reasonable force be used?***

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.*
- In a school, force is used for two main purposes – to control pupils or to restrain them.*
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.*

### **Schools can use reasonable force to:**

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

### **Schools cannot:**

- *use force as a punishment – it is always unlawful to use force as a punishment.*

All schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

### **Staff training**

If an individual child is identified as requiring reasonable force on a regular basis, the School Leadership will ensure that the staff involved undertake specialist 'Team Teach' training recommended by the Local Authority.

### **SCREENING AND SEARCHING PUPILS**

It is not usual for staff to need to search or screen pupils. If such an occasion arises in the future, the school will work in line with the DfE guidance updated in January 2018 '*Searching, screening and confiscation.*'

### **EQUAL OPPORTUNITIES**

All staff are aware of the need to treat all children equally on matters of behaviour and discipline. We aim to ensure children are not discriminated against due to gender, age, religion, ethnic group or social / family background. We also take positive steps to deal with any gender or racial discrimination amongst children.

### **MONITORING**

Behaviour standards are monitored by the School Leadership and this monitoring is informed by a wide range of evidence. Additional interventions / initiatives are implemented where required, to maintain high standards of behaviour across the School.

**This policy was reviewed and updated in September 2022 and will be reviewed bi-annually.**

Signed



Head teacher