



Blackshaw Primary School **“Education for All”**

Behaviour Policy

Mission Statement

Blackshaw is an inclusive school where every child’s unique qualities are embraced, challenged and celebrated within a safe and happy learning environment

Rationale

At Blackshaw Primary School there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Blackshaw. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents/carers and other members of the wider school community.

The revision process of Blackshaw’s Behaviour Policy commenced in Autumn 2017 with a full consultation with parents/carers, staff and children. It is reviewed annually and parents are regularly invited for feedback and views.

This policy as it stands is the result of consultation with pupils, parents/carers and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. We also expect that parents/carers support the policy and practice that is outlined in this document.

Introduction

This policy is a statement of the aims and strategies for ensuring positive behaviour.

This policy is made available to all parents/carers via Blackshaw’s website www.blackshawcpschool.co.uk. We regularly seek parents/carers views on policy and practice. Parents/carers may request a copy of this policy and are invited in to discuss it with us if they wish to.

Aims of Blackshaw Primary School

Ethos

To provide a warm and welcoming learning environment where everyone is respected and no-one is isolated.

Relationships

To encourage everyone to develop positive relationships and to treat everybody as you would want to be treated.

Environment

To all contribute to creating and maintaining a secure, inviting and stimulating environment of which everyone can be proud.

Equal Opportunities

To promote inclusion in all aspects of school life. We respect everyone and will not accept discrimination.

Curriculum

To deliver a modern, exciting and challenging curriculum that is centred around every child's individual needs.

Blackshaw Primary School has a number of rules. The primary aim of this Behaviour Policy, however, is not a system to enforce these rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Blackshaw does not tolerate bullying of any kind. If we discover that acts of bullying or intimidation have taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy for further information).

Expectations

At Blackshaw we:

- Treat each other with respect at all times
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- Reward good behaviour
- Provide encouragement and stimulation to all pupils
- Treat all children fairly and apply this policy in a fair and consistent way
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective Behaviour Policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

At Blackshaw we believe that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- sharing positive rewards through class dojo system.

School Rules

The school's rules are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These are displayed around the school.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances and needs. The emphasis of the school Behaviour Policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Rewards

Each class has access to the class dojo system. Positive dojo's are in place and these are based on the cohorts discussions and decisions in the Autumn Term. Reward milestones are set between teachers and their cohorts and reviewed throughout the year. These are displayed in classrooms throughout the school. Parents/carers are able to view their own child's dojo rewards and the reasons for such rewards. Following consultation with parents/carers, staff and pupils in spring 2018 this approach was well received and 62% of parents said they used class dojo regularly, 31% didn't answer and 7% didn't use class dojo/know any information about it.

Red Card System

Following consultation with parents/carers and pupils in 2018 we continue to operate a Red Card system in school.

This system runs on a half termly basis and has very clear steps which allow children the opportunity to make choices to correct their behaviour before being given a consequence. Children for whom this approach is not appropriate have an individual plan detailing alternative rewards and sanctions.

The Red Card system works as follows:

If children display unacceptable behaviour (please see Appendix 1) in school the following will happen:

1. Two warnings will be given. This is a chance for children to get it right, and if behaviour is corrected there will be no further consequence.
2. If the behaviour continues a Red Card will be given and the child will be required to attend a 'Time Out' session with a member of staff during the playtime of the following day.
3. If, on the rare occasion, 3 Red Cards have been given during a half term period, parents/carers are invited into school for a meeting with the Head Teacher/Deputy Head Teacher and the child's class teacher.
4. Where a child displays verbal or physical/violent aggression to other children or staff in school a Red Card will be issued immediately without any warnings being given.

When a child is given a Red Card a letter is sent home to parents/carers explaining why it has been given and outlining the behaviour/incident. Parents/carers are given the opportunity to speak with the class teacher about this if wish to do so.

Staff in school may exercise professional discretion with this system. If a child receives a Red Card very early on in a school term, they may be given an opportunity to redeem themselves if they display exemplary behaviour for the rest of the half term, and thus receive the Red Card Reward or part of the reward.

Red Card Reward

Children who do not receive any red cards in school during a half term are given a reward experience in school. These are planned specially by class teachers. Special recognition is given to children who do not receive any red cards in an academic year.

Other Rewards in School

All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.

A variety of reward systems are used alongside the Red Card reward.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children. Children are identified each week for rewards to be given in our weekly Celebration Assembly and parents/carers are invited to this
- Smiley faces, raffle tickets
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Positive phone call home
- Class wide rewards, including class dojos
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- Individual points via Class dojo
- Star of the Week certificates

- Praise postcard sent home by the Head Teacher

Our approach to sanctions

Despite positive responses as a means to encouraging good behaviour at Blackshaw it may be necessary to employ a number of sanctions to enforce our school rules and to ensure a safe and positive learning environment. Normally, this will be through our Red Card system. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a fair, secure and happy learning environment.

When inappropriate and unacceptable behaviour is displayed children are dealt with calmly and firmly referring to what the action is and why the action is being taken.

Additional sanctions may be used at the discretion of the class teacher if a child is disrupting the other children's learning. This includes working in another class for a short period or working outside the classroom (supervised) or outside the Headteacher's office. Children may also miss playtimes or going outside at lunchtime. If a child refuses to work or does not complete their work it may, in agreement with their parents, be sent home to be completed and returned the next day.

Whenever children's behaviour becomes violent and aggressive and causes, or may cause, risk to the safety and well-being of others or themselves, positive handling may be used by staff. All staff in school are trained in Team Teach (training undertaken in 2017). Please see our Positive Handling policy.

Extremely poor behaviour is reported to the Head Teacher or Deputy Head Teacher immediately. A phone call is made to the parents/carers and they are asked to come into school. For continual unacceptable behaviour or in case of serious verbal or physical violence or aggression the child may be excluded from school or other sanctions may be imposed. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Behaviours that warrant a fixed term or permanent exclusion are outlined in Appendix 2.

Individual Behaviour Plans

We recognise that for some children individual behavior plans / strategies may be necessary. These will be written in agreement with the parent and individual sanctions/ rewards will be imposed.

Outside Agencies

School recognises and values the support of outside agencies and when necessary will seek advice from Bolton Behaviour Services, Educational Psychologist, Ladywood Outreach Service and CAHMS

Nurture Group

Children who continually display poor decisions or poor social skills are identified for a place in our Nurture Group. These are run by our school's Learning Mentor, Mrs. Alston, and also by Bolton Behaviour Support Service. Children in these groups engage in activities that address their particular behaviour or social needs.

Fixed-term and Permanent exclusions

Only the Head Teacher (or the designated person in her absence) has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the governing body. This information is provided in a letter.

The Head Teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

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

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

In the event of a child being excluded from school an immediate referral to Bolton Behaviour Support Service (BBSS) is made. However, in most cases, BBSS will already be involved in supporting the child.

Recording, Monitoring and evaluating behaviour

Red card incidents are recorded and a letter is sent home to parents/carers.

Behaviour and behaviour systems are monitored and evaluated regularly. The last consultation with parents/carers and pupils was carried out in Spring Term 2018. There has been an overwhelmingly positive response to this system.

As part of on-going self-evaluation, the school also has regular monitoring visits from the Local Authority who view and monitor behaviour and safety in the school. Our last full behavior monitoring report was in 2016.

Roles

The Role of Pupils

All children are expected to follow school rules and display good behaviour inside and outside of the classroom. They are aware of the steps of our Red Card system, class dojo system and class systems and are aware that they are given choices to correct their behaviour.

Children are encouraged to be role models for others in school. We have a Head Boy and Head Girl, prefects, school councillors, trained Play Leaders and Peer Mediators who assist in setting good examples and helping to promote good behaviour.

The Role of School Council

The School Council meets approximately once a fortnight. The School Council consists of children from Year 2 – Year 6. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules. The school has been awarded the 'Investor in Pupil Award Mark' and 'IQM inclusive school award'

The Role of Parents/Carers

Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate fully with the school in the implementation of this Behaviour Policy. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Head Teacher who will take appropriate action. In the event of verbal or physical aggression displayed towards staff by parents/carers, it may be necessary to request that the parent/carer leave the premises.

If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. For example, if a child has displayed serious unacceptable behaviour in school it is likely that it will be necessary for parents/carers to be contacted in order to collect their child immediately. Whilst school appreciates that this may cause

inconvenience, we expect full co-operation, and failing this, more serious action may need to be taken (for example, the involvement of other services such as Advice and Assessment or the Police).

If parents/carers have any concern about the way that their child has been treated, they should follow Blackshaw's Concerns and Complaints procedure.

The Role of the Class Teacher and Support Staff

Blackshaw is aware that good classroom organisation is a key to good behaviour and that the provision of good teaching and a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers and support staff at Blackshaw are positive, enthusiastic and have high expectations of both learning and behaviour, both inside and outside the classroom. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers operate an open door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

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

Role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children and staff in the school.

If a child voluntarily leaves the school premises without permission the Head Teacher (or the named person deputising in her absence) will contact both the Police and the child's parents/carers immediately.

The Head Teacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.

Signed: (Head Teacher)

Signed: (Chair of Governor)

Reviewed by the School effectiveness governing body Autumn 2019

Appendix 1: Behaviours that may lead to a Red Card

This list gives examples of behaviours that **may lead** to a Red Card being issued, although it is not exhaustive.

- Preventing other children in the class from learning

- Name calling

- Swearing

- Spitting

- A single incident of minor aggression (eg. a smack, a kick, a hit)

- Being disrespectful towards members of staff (eg. answering back, raising voice, tutting)

- Not treating school property with respect (eg. breaking a pencil, snapping a ruler, cutting a rubber)
- Not responding to instructions following 2 warnings to do so
- Stealing
- Failing to respect other people's property
- Lying
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Appendix 2: Behaviours that will lead to a Fixed Term or Permanent Exclusion

Any behaviour that places the safety and well being of other children, staff or the child themselves at risk will result in exclusion from school.

Behaviours that **may lead** to exclusion are:

- Severe physical/violent aggression towards other children or staff
- Damage to school property (throwing chairs, other objects, destroying displays/classroom areas etc)
- Continuing to refuse to follow clear instructions from staff
- Severe verbal aggression towards other children or staff
- Exiting the school building voluntarily and refusing to come back inside
- Exiting the school premises