



THE BISHOPSWOOD SCHOOLS FEDERATION

BEHAVIOUR POLICY

Philosophy

We believe that pupils have a right to learn, teachers have a right to teach and that all members of our school community have the right to learn and work in a safe, secure, happy and productive environment.

Aims of the Policy

- To promote positive behaviour.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness of appropriate behaviour.

The Child's responsibilities are to:

- Keep the school rules as described in the Parents' Handbook and the Behaviour Code.

The Staff's responsibilities are to:

- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment; physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognize that each child is an individual, and provide additional support as needed to address individual needs.
- Offer a framework for social education, through PSHE sessions, including the SEAL programme.

The Parents' responsibilities are to:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.

- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.

The Headteacher's responsibilities are to:

- Determine the measures on tackling behaviour with due regard to the law.
- Implement the policy and ensure all staff are aware of their responsibilities and are given appropriate training and support.
- Ensure that staff recognise any inappropriate behaviour incidents that may occur and know how to challenge behaviour issues within the guidelines of this policy.
- Ensure that staff are aware of expectations to support and guide in modification of inappropriate or unacceptable behaviours.

The Governing Body's responsibilities are to:

- Ensure that the school fulfils its legal responsibilities in the formulation of this policy and its appendices.
- Ensure related procedures and strategies are implemented.
- Review the policy principles with the Headteacher to determine the measures that make up the school's Behaviour Policy and its appendices.

What we do to encourage good behaviour across both schools:

- We make clear our expectations of good behaviour.
- We encourage children to take responsibility for their own actions and behaviour.
- We praise and reward good behaviour both privately and publicly
- We discourage unsociable behaviour by promoting mutual respect.

Severe Behaviour

If the incident is deemed serious and/or the safety of a child has been compromised, the Headteacher or their representative will be advised immediately. In cases of severe behaviour parents will be contacted by the Headteacher or their representative to discuss these issues and agree an action plan. For the majority of pupils, consequences of inappropriate behaviour are dealt with in school and no further action will be necessary at home.

For pupils who have severe behavioural difficulties the school will draw up an Individual Behaviour Management Plan [IBMP] which may include;

- Behaviour Diaries
- Daily Praise Record [Sticker charts]
- Behaviour Environment Checklist
- Individual Behaviour Plan
- Behaviour Incident Report Forms
- ELSA intervention
- External support

At all times, the school will have due regard to guidelines and the law as laid down by Hampshire County Council and the Department for Educational Services, and will consult

with the necessary departments and outside agencies where appropriate, particularly if serious behaviour issues may lead to exclusion.

Staff will have access to EPS (Education Personnel Services) under Appendix 18 of Manual of Personnel Practice. These guidelines may be used when there are concerns about unacceptable behaviour from or between adults. Staff may also follow the County's Whistle Blowing Policy where required.

Policy Planning and Review

The Governing Body and Headteacher will ensure that the principles and procedures above feature in all policies and practices particularly in ensuring:

- The School Improvement Plan continues to reflect and promote positive behaviour.
- The school operates an "open door" policy to enable open communication.
- Pupils' behaviour is monitored through Year group and SLT team meetings.
- Behaviour diaries, and/or behaviour modification strategies if appropriate, consider individual behaviour and desired outcomes with regular reviews.
- The management of behaviour, discipline and exclusions through the Behaviour Policy, its Appendices and all strategies contained, are applied consistently to all pupils.
- Pupils' personal development through the PSHE programme of work has opportunities for raising behaviour issues, and emphasis is placed on valuing each other and ourselves.
- Teaching and learning resources are examined for good behavioural examples.

Partnership with Parents and Committees

The Governing Body will make every attempt to ensure that the policy is deemed relevant, appropriate and fair to the school community as a whole.

Implementing and Monitoring the Policy

The Headteacher and Governing Body will ensure implementation of the policy through;

- Providing parents with a copy of the policy on the web site.
- Ensuring staff are aware of their responsibilities.
- Collecting and using any relevant data gathered during policy reviews to inform planning.
- Reporting any relevant data to the Governing Body.
- Nominating a member of the Governing Body to monitor instances of physical restraint.
- Making the results of any relevant reviews, monitoring or assessments available to parents where appropriate

Policy Review

A full review of this policy will be undertaken every two years however any statutory revisions to Behaviour Management, Physical Restraint or Anti-Bullying Policies will be implemented as and where appropriate.

Policy Reviewed – October 2020

Next Review – October 2022

Appendix 1:

Bishopswood Junior School Behaviour Code

The Rule	What it Means
Be polite	Talk to others politely, no name calling, no back-chatting, no interrupting; only say pleasant words, be considerate, allow others to give their opinions; no swearing.
Concentrate on your own work.	Concentrate on the task in hand / on what you are doing; work quietly, use a voice appropriate to the situation.
Only touch or use other people's property with their consent.	Respect other people's property, ask permission when you want to borrow something, accept it when people don't want to lend.
Follow adult instructions	Listen and do as you are asked.
Keep your hands, feet and objects to yourself.	No bullying, no kicking, no throwing things at others.

General Expectations:

- Think before you act.
- Take responsibility for your actions.
- Treat others as you would like to be treated yourself.
- Consider the feelings of others.

Sanctions

Stage 1 – verbal warning

Stage 2 – official warning = recorded on class behaviour sheet

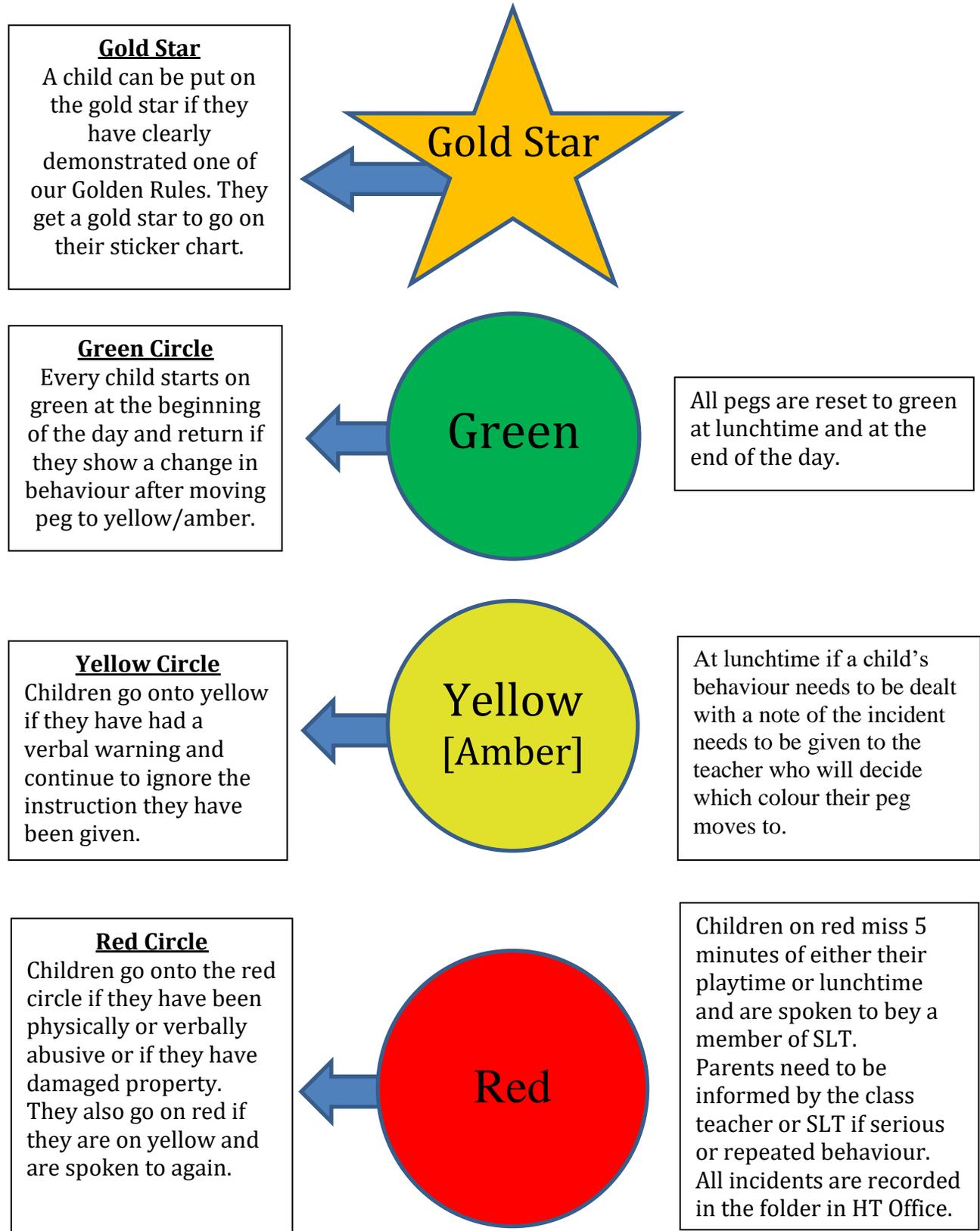
Stage 3 – cross = miss 5 minutes of playtime

Stage 4 – 2 crosses = miss 20 minutes of playtime

Stage 5 – 3 crosses = SLT informs parents [internal exclusion]

Appendix 2:

Bishopswood Infant School Behaviour Code: Traffic Light System



Gold Star

A child can be put on the gold star if they have clearly demonstrated one of our Golden Rules. They get a gold star to go on their sticker chart.

Gold Star

Green Circle

Every child starts on green at the beginning of the day and return if they show a change in behaviour after moving peg to yellow/amber.

Green

All pegs are reset to green at lunchtime and at the end of the day.

Yellow Circle

Children go onto yellow if they have had a verbal warning and continue to ignore the instruction they have been given.

Yellow
[Amber]

At lunchtime if a child's behaviour needs to be dealt with a note of the incident needs to be given to the teacher who will decide which colour their peg moves to.

Red Circle

Children go onto the red circle if they have been physically or verbally abusive or if they have damaged property. They also go on red if they are on yellow and are spoken to again.

Red

Children on red miss 5 minutes of either their playtime or lunchtime and are spoken to by a member of SLT. Parents need to be informed by the class teacher or SLT if serious or repeated behaviour. All incidents are recorded in the folder in the HT Office.