

Policy No	Blisworth Community Primary School
Version No 7	(Behaviour and School Values Policy)



## Behaviour and School Values Policy

**This section should be completed following ratification of the Policy:**

Committee Ratifying Policy: FGB	Date of meeting: 26 <sup>th</sup> Sept 23  Discussion at length – a short guide for parents will be created in due course.
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Chair of Committee's Approval	(FGB Policy)
Chair of Governor's Approval	Hilary Spurrier
Recommended Review Date:	Sept' 24

### **Ownership**

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk, to whom any change requests or queries should be directed by emailing [hannah@syzygyleisure.co.uk](mailto:hannah@syzygyleisure.co.uk)

### **Version Control**

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

### **Covid-19**

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For the avoidance of doubt, this policy includes behaviour expectations linked to Covid-19. For example, spitting would be considered a greater issue beyond what it would normally be deemed given Covid-19. Similarly, a breach of Health and Safety school rules would fall under this policy.

Version	Date	Description of Change	Changed By
1	March 2021	First copy written to have a positive, values approach to whole school behaviours	L Jenkins
2	April 2021	Minor amendments	L Jenkins
3	May 2021	Minor amendments to add policy around external clubs on site and pupils leaving school early without being able to achieve a badge.	L Jenkins/ Liz Carter
4	May 2022	Review due to date – minor amendments	L Jenkins
5	September 2022	Minor addition – added in about small star stickers for Reception to Year 3 for small achievements	L Jenkins
6	March 2023	Re-agreed at governors meeting	L Jenkins
7	Sept 23	Take account of updates to KCSIE and addition of shields recognition that will start as part of the reward system	D Warren/ K Law

### Aim

Blisworth Community Primary School is a community school and is determined to help the development of our pupils' character, as well as providing a safe, stimulating environment to learn through our Behaviour Policy. The school's ethos is to 'Be the best you can be' and is underpinned by six values chosen by our school community including staff, parents/ carers and our pupils:

- Community
- Collaboration
- Curiosity
- Perseverance
- Integrity
- Courage

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These values underpin a positive approach to encouraging, developing and rewarding behaviours which show good character and an understanding of the importance of this. The school and community believe that these values are significant attributes which support an effective school ethos as well as these skills being key ones held by adults who are effective in the workplace. We have a pro-active approach to behaviour management. We have values that create a strong, positive culture and ethos where inappropriate behaviours are less likely to happen, and where children have a positive attitude to school.

Our whole school curriculum has been reviewed during the year 2021 – 2022 to incorporate our values into meaningful contexts within the curriculum as well as map how subjects as a whole embrace these. Our PSHE and Citizenship curriculum supports and enhances the school values to ensure that we teach and model the highest standards of behaviours and attitudes. We believe that this enables children to develop as well rounded, moral, caring and compassionate individuals who can go on to make significant contributions to an inclusive society in the future as well as our school community during their time here.

### **Our approach to Behaviour Management**

Parents and carers are expected to support the school in upholding these values and promoting and providing positive praise to their child in recognition of these being achieved in school. This is because we believe that developing children well is a partnership between school and home.

We are committed to a positive, praised based environment as our first approach to establishing high standards of behaviour. We do this by:

- Ensuring that classroom climates are productive and respectful, with each class creating a set of expectations as the framework in which their class operates and in line with whole school values and expectations. These are frequently revisited and referred to.
- Using positive, praised based language with pupils, acknowledging both small and large achievements verbally to pupils.
- Ensuring there is clarity for pupils on what is expected in terms of high standards of behaviour.
- Having a strong PSHE and Citizenship curriculum that develops individuals' character as well as their understanding of our school values
- Having high regard to quality first teaching and curriculums that meet the needs of our learners
- Well planned environments, clear from clutter, to create a productive learning experience

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- Day to day recognition of their achievements via feedback in classrooms verbally and written

We respect pupils and all those in our community and demonstrate this by –

- Speaking professionally and respectfully at all times
- Speaking positively and proactively to manage behaviour as far as possible (eg – “use quiet voices” – not “stop shouting”)
- Not using aggressive language, manner or shouting to enforce discipline
- Put the children at the heart of decision that we make
- Listen to pupils’ point of view and explain our choices and decisions to them
- Use positive language
- Act consistently
- Ensure that adults are approachable and proactive
- Value and embrace effective professional relationships with pupils
- Do not use techniques that humiliate or degrade pupils
- Do not use extra work as a punishment – learning is always a positive!
- Do not breach guidance as set in Safeguarding documents such as Keeping Children Safe in Education

We recognise and celebrate pupil achievements in a variety of ways –

- Our value-based sticker reward system where outstanding achievement of a value gives one sticker
- The stickers are recorded by the teacher and at 18 stickers, the pupil is awarded a gold pin badge with a star of the values colour
- The children can also save for value shields for the overall total of value stickers they achieve – Bronze – a total of 30 stickers, silver – a total of 50 stickers, gold - a total of 75 stickers. *(this will be introduced during the Autumn term)*
- Stickers are awarded during their schooling and not removed at the end of the year
- Celebration of pupil achievements with certificates including pupil of the week, accelerated reader and sports certificates for both in school time and wider competitions
- Whole school letter to all parents/ carers recognising which pupils have received awards and a Headteacher comment on each letter recognising particular areas of achievement.
- Any child who is leaving the school, be it at the end of year 6 or before, who has yet to be awarded a gold pin may be, at the discretion of the Headteacher and in consultation with the class teacher, awarded a pin in the area the pupil has demonstrated the most progress.
- Pupils in Reception to Years 3 often need smaller steps of recognition and stickers are very powerful. Small, foil gold stars are awarded for small achievements in line with the values to allow for small celebrations of successes.

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## Expectations of Behaviour

We expect pupils to conduct themselves with high standards of behaviour including -

- Being polite, respectful and courteous and not using offensive or inappropriate language
- Following adult instruction at all points and not exclusive to instructions on safe behaviours but in all aspects of school life
- Respectful behaviour to all, especially in line with school values
- Respect to all adults regardless of their role in school
- Respect for all beliefs including race, culture, beliefs and all protected characteristics
- Respect and appropriate treatment of school property
- Not behaving in a way that causes emotional or physical harm or injury
- To fully engage with expectations as set out and agreed by the teacher and class and on display in each classroom
- Understand that we work in partnership with their parents/carers and be honest and open with both school and home (unless there is a safeguarding concern)
- To get on well with each other by listening to what others have to say and helping each other wherever possible
- Have good learning behaviours and accept help and support to develop these where required
- Act as a responsible class and pupil citizen that enables all in the class to learn and grow

We have high expectations of behaviour which all school staff, volunteers and partners are expected to uphold. Where these adults are unsure, further guidance is available from members of the leadership team.

We believe that some behaviours are unacceptable and **examples** of these are listed here:

- Physical violence and aggression – or the threat of this (physical intimidation)
- Failure to follow instructions given by adults as soon as they are given
- Failure to make safe choices for themselves and others
- A lack of respect towards others in conduct in school
- Dishonesty
- Fighting
- Swearing and other inappropriate language, spitting, name calling, shouting and insults
- Using technology to threaten, upset, humiliate or offend another person
- Dropping litter
- Vandalism, (within the classroom and outside)
- Disturbing other people who are learning
- Continuous disruption to learning which occurs over time and which has a negative impact on the classroom ethos and learning
- Verbal abuse

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- Possession of an offensive or lethal weapon in school, be it real or imitation, such as a knife or gun or any other item listed as illegal and inappropriate to be in school
- Possession of an illegal substance

Whilst every effort is made to prevent any inappropriate and unacceptable behaviour, where it does occur, the following procedures will be followed. It is important to understand that a range of actions can take place at the professional discretion of the member of staff given that it is impossible to list all circumstances and pupil needs vary.

Whilst external providers are responsible for their own policies and response to behaviour issues, the school reserves the right to reinforce messages given at the clubs which may include a recommendation that the child cannot continue to attend the provider's provision or using the below policy to reinforce behaviour expectations.

It is important the school community understands that teachers will use a range of day to day techniques in response to low level behaviour concerns which may include: being spoken to by the teacher or a senior member of staff; missing some or all of a break or lunchtime; being moved to work somewhere else in/outside the classroom; mentioning a behaviour to parents/carers to reinforce the same message; being asked to talk with or apologise to those affected. These are examples of responses which may take place to ensure that behaviour issues are addressed as they emerge with an appropriate level of action/sanction.

As a progressive guide -

(The following procedures may be adapted as appropriate for individual incidents)

### **STAGE 1 Very minor incident (Teacher and Child)**

A very minor incident involves a discussion between the child and a member of staff at any level, with a reminder of school expectations. Incidents of more than extremely minor must be passed to the class teacher/ teacher in charge of the class to address.

The teacher may choose to build in time for the pupil to reflect over a full or part of a break or a lunchtime to ensure that they have fully understood the issue. It is of note that being spoken to about behaviour is a stage in the process and is a consequence in itself. Teachers may also use moving a pupil away from where they are working and take other low level actions that would be in line with the respect expected within this policy.

School staff will make a judgement in the circumstances about whether this needs to be shared with families at home.

If the behaviour continues or becomes more persistent, this will progress to Stage 2. Additionally, if it is of a more serious nature, this stage will automatically begin at the judgement of school staff.

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## **STAGE 2 Small Incident**

This involves a one-to-one discussion between the child and a member of staff to establish the nature of it. At this point, members of staff who are unsure or less experienced should seek advice themselves from their phase leader.

Incidents on the playground are reported to the child's class teacher who must follow this process or be referred to the phase leader in their absence.

Where possible, multiple accounts will be taken including the individual with inappropriate behaviour, anyone affected, witnesses – both child and adult. A factual record will be kept to be shared with Senior Leaders.

At this stage, it is likely that the pupil will be given opportunity to reflect on their behaviour over a period of breaks and lunchtimes, the amount of which will be determined dependent on individual circumstances. Alternatively, they may need to engage with more in-depth discussions or be made aware that what has happened will be shared with others, including more senior staff or parents/ carers. This in itself is considered a sanction in addition to the need for good communication. Parents/carers will be contacted if there is sufficient concern about the breach or suspected breach of school rules.

### *More significant incidents within the stage 2 band*

The child's class teacher should make every effort to investigate thoroughly, record and where possible, resolve the situation before passing it to Phase Leaders. Where the incident is of a more serious nature within this band, phase leaders must be made aware. Phase leaders may introduce short and medium term actions to avoid a repeat of the incident and reinforce the correct and expected standards of behaviour. This could include phase leaders contacting parents/carers regarding the matter.

## **STAGE 3 (Phase Leader and Parent)**

This stage may be reached for repeated instances of Stage Two or if behaviour is of a more serious nature deemed by the teacher and senior staff.

The child is referred to the relevant Phase Leader for investigation.

- In the case of repeated behaviours over time, this will be considered and discussed with the child, class teacher and in some cases, the parents/ carers earlier on in the process.
- In the situation of a breach of this policy of a more serious nature, the class teacher should collect as much (written and factual) information as possible, then refer to the phase leader as soon as possible to allow time for investigation during the same day.

At this stage, the child's behaviour may be monitored over an agreed period of time. The child may be removed from the situation, or the situation removed from the child. At this point if the behaviour has occurred on the playground the child may be 'zoned' for an appropriate period of time or the child receive different/reduced or no breaks outside for a duration (fresh

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air will still be arranged). Again, being spoken to by a senior member of staff is a sanction in itself and may also form part of other sanctions that allow for reflection and future planning.

Behaviour within this band is always shared with parents/carers unless there is a safeguarding risk and may require a meeting between home and school regarding the incident and next steps.

The class teacher will then have responsibility for monitoring any day-to-day arrangements which are put in place for the child. The phase leader will ensure that the provision and actions are correct and receive updates regarding the situation.

#### **STAGE 4 (Headteacher/ Senior Leadership Team member and Parent)**

If the child is referred again or a significant incident takes place, then the matter is reported to the Headteacher or other members of the school's Senior Leadership Team. Contact is made with parents /carers informing them of the situation and inviting them to visit the school for a discussion. (If there is unsafe behaviour in progress, the school reserves the right to contact parents during the day).

At this stage, a support plan may be implemented in the case of repeated poor behaviours. This will share with the child exactly what should and should not be happening and provide a clear set of steps that may take place. Within this stage, a tailored assertive discipline approach may be employed where the child knows the consequence and stages in advance to allow them to reflect on the importance of modifying their behaviour.

The school will consider seeking support from appropriate external professionals or agencies if appropriate as a standard support plan would be inappropriate or insufficient to bring about the necessary improvements.

#### **STAGE 5 (Headteacher/ Senior Leadership Team member and Parent)**

If the unacceptable behaviour continues and the support plan has not brought about the appropriate change, then the child will go on report (at an age-appropriate level) to a member of the school's leadership team. The child will be given clear targets as to what is expected of them. They will be monitored by the leader which could be as frequently as at the end of every lesson. It may also be appropriate for the child to undertake part of their learning outside the classroom to limit any potential disruption from them to others. Following the end of the report period the child will go on to a daily report before the sanction is removed. Parents/carers will be asked to view the report each day. The school will consider seeking support from appropriate external professionals if necessary.

**STAGE 6 Headteacher and Parent. (In circumstances where the Headteacher is not available, the most senior member of the SLT will be able to move to this stage)**



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If unacceptable behaviour continues the child's provision will again be reviewed and the parents/carers will be contacted.

If this behaviour continues during lessons an internal exclusion may be given for a fixed period, or if the behaviour relates to the child's provision the school would consider a more appropriate, reduced timetable for that child in line with any wider advice required to make that decision. This would mean for a fixed period the child would only attend that school on a part-time basis in order for the school to better meet their needs. There are no specific time scales but the Headteacher would have to consider the length of time required for the situation as appropriate. Support from external agencies would frequently be sought. If fixed-term exclusions as a sanction is used on a repeated basis, the individual school and the child's parents/carers will need to have some open discussion and potentially seek support about the needs of the child and the behaviours that are taking place.

## **STAGE 7 – Exclusion and Managed Moves**

**We follow guidance in:** Behaviour in Schools 2022 and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023. Any national changes supersede this section.

The Government and LA exclusion procedures will be adopted. This is used for failure of above listed expectations including for persistent, inappropriate behaviour of significant impact or for a very serious, isolated incident.

Additional information includes that, any pupil returning from a fixed-term exclusion will be subject to a reintegration meeting held at school, prior to the child's return; parents/carers will be expected to attend.

The Headteacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages. Parents/carers have the right of appeal to the Governing Body. Exclusion is seen as a last resort. Exclusion may be used where there are concerns over safety of an individual child at school or towards members of the school community.

Behaviour, discipline and exclusions will be reported to the Full Governing Body.

In instances where school feels that it would be entirely inappropriate for a child to continue at the school, the Headteacher would offer the child's parents/carers the possibility of a managed move to a different school. This would ensure full transition of information and support would be provided.

Managed moves are an alternative to permanent exclusion. They are subject to review, usually after half a term. With consent from all involved parties, the Headteacher may initiate a managed move to another school, in order to enable the pupil to have a fresh start in a new school. This is always done with the full co-operation of all parties involved, including the parents/carers and governors.

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### **Incidents online**

In the event that inappropriate behaviour towards another pupil has taken place using technology outside of school, the school reserves the right to investigate to care for our pupils. Parents/carers are responsible for the correct use of technology outside of school, including an awareness of age-restrictions. The school has a right to follow the procedures detailed in the stages above drawing on other school-based evidence if required, even if the event took place on personal technology used outside of school.

### **Lunchtime**

The same expectations and procedures will apply to lunchtimes. Lunch staff are able to deal with very minor incidents but these must be reported to the class teacher after lunch, who must then follow appropriate procedures in line with this policy if and when required.

If the behaviour is persistent at lunchtime or playtimes but not in class, a fixed term exclusion from lunchtimes may be given, with a reintegration meeting arranged with the parents/carers and child following the conclusion of the exclusion. This meeting would take place before the child can return to lunchtimes so that all concerned understand that a repeat of the behaviour could result in further exclusion of lunchtime. The pupil would be given an opportunity to gain fresh air at a different point in the day and away from their peers.

### **Critical Incident**

If a significant breach of the Behaviour Policy results in a critical incident, an appropriate level of response will take place to keep the child and others safe. This could include contacting emergency services. In such situations other agencies such as the police may assume overall management of the incident.

**Our Behaviour Agreement supports our belief that by children, parents/carers and the school working in partnership, we will achieve the most effective ways to engender positive behaviour in all.**

### **The role of the headteacher**

It is the responsibility of the headteacher, 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,

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safety and welfare of all children in the school. Senior staff are responsible for significant contributions to this and must assume responsibility in the Headteacher's absence.

The headteacher supports the staff implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. All incidents are reported on CPOMS by staff.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for extremely serious acts of negative behaviour. For repeated or very serious incidents, the headteacher may permanently exclude a child. Governors will be informed immediately, should this be the case.

### **Staff training**

Our school uses a range of approaches to training staff:

- taking the form of in-house training for values and behaviour management
- using external agencies for staff training
- combining training with safeguarding training
- PSHE and citizenship training
- External agency training for staff and groups

### **Send pupils**

“Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided” (Behaviour in Schools guidance).

In our school this means that we may use:

- Short term tracking and targets following the above structure
- Support plans for send pupils to provide the right climate and experiences for success. For example, movement breaks, seating arrangements and adjustments in class as well as in school interventions.
- Outside agency support including accessing provisions through the SEMH panel where this is applicable, social care and other specialist agencies that would be deemed appropriate.

### **The role of parents/ carers**

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Parents/carers are expected to support the aims and values of the school.

Parents/carers are expected to support their child's learning, and to co-operate with the school. Every attempt is made to foster supportive dialogue between home and school, and parents/carers are informed immediately if there are moderate to significant concerns about their child's welfare or behaviour.

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If the school needs to use reasonable sanctions as a result of poor behaviour, parents/carers are asked to support the actions of the school. If parents/carers have any concerns about the issue, they should initially contact the class teacher or named senior member of staff dealing with the incident. If the concern remains, they should contact the headteacher. Or if the concerns are about the Headteacher, please see the Complaints Policy. Much can be resolved with good, open communication, however, if these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Further concerns should follow the complaints policy to contact school governors.

### **The role of governors**

The Governing Body has the responsibility of setting general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors monitor and support the headteacher in carrying out this policy.

The headteacher has the authority to implement the school behaviour and discipline policy.