



Bishop's Primary School

Behaviour for Learning Policy



Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

Lead Person:	Principal
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Approved by:	LGB
Statutory Requirement:	Yes
Linked to:	

Important coronavirus (COVID-19) update

We have added [Appendix 2](#) to this policy, which provides details on how schools can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.



Bishop's Primary School is part of
Northumberland Church of England Academy Trust

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Statement of intent

Bishop's Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

Principal

Date:

Chair of governors

Date:

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The local governing body has overall responsibility for:

- Monitoring this Behaviour Policy's effectiveness and holding the Principal to account for its implementation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- 2.2. The Principal is responsible for:
- Reviewing this Behaviour Policy and ensuring that the Heads of Campus apply the policy consistently across each campus.
- 2.3. The Head of Campus is responsible for:
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
 - Supporting staff in responding to behaviour incidents.
- 2.4. Teaching staff are responsible for:
- Being aware of the signs of SEMH-related behavioural difficulties.
 - Implementing the Behaviour Policy consistently using Thrive Principles and strategies
 - Modelling positive behaviour
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Providing a designated calm and safe place in the classroom for pupils to access when necessary – for de-regulation or thinking time.
 - Recording behaviour incidents
- 2.5. All members of staff, volunteers and support staff are responsible for:
- Adhering to this policy and ensuring that all pupils do too.
 - Promoting a supportive and high-quality learning environment, and for modelling high standards and expectations of behaviour.
 - Following the strategies outlined in the policy for dealing with behaviour.
- 2.6. Pupils are responsible for:
- Their own behaviour both inside school and out in the wider community.
 - Reporting any unacceptable behaviour to a member of staff.
- 2.7. Parents/Carers are expected to:
- Support their child in adhering to the school rules
 - Inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly

3. Definitions

- 3.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others,

damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language directed towards others
- Fighting or aggression

3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

4. Aims and Expectations

At Bishop’s Primary, we want every member of our school community to feel valued and respected and to be treated fairly and equally. The gospel value of ‘treat others the way you would like to be treated’ permeates all that we do.

The purpose of this policy is to:

- promote a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop self-discipline and appropriate standards of behaviour
- provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour
- support the way in which all members of the school can live and work together in a supportive way.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying or physical attacks on adults or pupils, and any such incidents will be dealt with promptly and firmly.

At Bishop's Primary School, we are committed to ensuring the welfare of all pupils and staff and ensuring appropriate behaviour is followed. We are especially aware of the needs of some pupils who may need special support for behaviour. The school aims within its available resources to provide appropriate behavioural support for vulnerable children according to their need. These include looked after children, children with SEN and children with physical and emotional needs. We follow the Thrive Principles in our Behaviour Management Strategy. Thrive® promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. When it is considered appropriate, individual behaviour plans and support plans including pastoral support plans will be used.

5. Positive Behaviour Strategies

We use a range of strategies to support our pupils; these can be altered to suit the needs of individual children and in discussion with staff. These include;

5.1 Good to be Green

This strategy is based on the 4Rs – RIGHTS, RULES, ROUTINES & RESPONSIBILITY

Rights

- √ **RIGHT to be safe (both physically and emotionally)**
- √ **RIGHT to learn**
- √ **RIGHT to have yourself and your property treated with respect**

A culture of respect for pupils, staff, parents and all other stakeholders is in place throughout Bishop's Primary. The language of the rules and their actions and the language of good choices are regularly reinforced with the children in the classroom, playground and dinner hall as well as around the campuses.

5.2 Rules

1. Do be polite, kind and helpful
2. Do move safely around the school
3. Do 'good listening, good sitting and good looking' and follow instructions
4. Do your best in all things – Let your Light Shine
5. Do be loving, inclusive, honest and truthful
6. Do not hurt others

Pupils revisit the school rules and are involved in setting classroom rules and protocols at the beginning of each school year. Rules are shared regularly with pupils and highlighted in assemblies.

These rules **MUST** be applied consistently throughout the school and enforced by every member of staff, including supply and support staff.

The rules also apply to before and after school clubs, multi-purpose spaces e.g. the main hall, library and outdoor spaces.

Children will be reminded of the support systems in place to ensure they feel happy and comfortable within the campus; this includes use of the Worry Wall.

6. Routines & rewards

6.1 Routines & rewards (behaviour)

Reward systems are bespoke to individual campuses and are based on the strategies which work well with their pupils.

6.2 Routines & rewards (work and effort)

All children and staff are placed into four 'houses'. Children receive house points for outstanding work. House points are to be placed in the correct house collection bag/box for counting. Every week the house points will be used in our Celebration Assembly, as a way to celebrate children who have made the right choices.

Children can also receive 'Light Tokens' to acknowledge and reward behaviour relating to the school's Light Values.

Other rewards could include: stickers or merits, certificates, postcards or prizes. Positive notes home or phone calls will also be used to celebrate the correct behaviour choices. Teachers will also have class wide rewards in their classrooms e.g. charts, pasta jar, Dojo Points.

Every classroom will display the following:

- The Bishop's 'Good to be Green' Behaviour Plan
- Good to be Green behaviour cards – one labelled for each child.
- 'Goods' – good sitting, good listening etc. next to the Reflection Mat and the Time to Think Poster
- An 'emotion wheel' or a 'feelings tree' (or equivalent) to monitor daily emotional well-being. This should be checked and responded to promptly.
- An inspirational quote chosen by the class each year.

- A 'Flip your lid' Poster, VRF (Vital Relational Functions) and PLACE (Playful, Loving, accepting, curious, empathic) poster to support children verbalise their emotions
- A 'weekly feeling' displayed and discussed
- Photographs showing different emotions and vocabulary to enable children to articulate themselves.
- Story books to help to explain each feeling or emotion

7. Effective classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

7.1 Create and maintain a stimulating environment that encourages pupils to be engaged in their learning and make the right behaviour choices.

7.2 Develop a positive relationship with pupils

including:

- Greeting all pupils by name in the morning
- Establishing clear routines and high expectations
- Communicating expectations of behaviour in ways other than verbally
- Modelling, highlighting and promoting good behaviour
- Concluding the day positively and calmly and starting the next day afresh
- Having a strategy for dealing with low-level disruption
- Using positive reinforcement and the Thrive VRF's to support behaviour choices.
- Establishing classroom rules on an **annual** basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- Explaining the rationale behind the rules in order to help pupils understand why rules are needed.
- At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Classroom Rules Agreement which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.
- All rules outlined in the **Classroom Rules Agreement** are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

7.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review on a regular basis.

7.5 Responsibility

Individual pupils are responsible for their own behaviour. Peer mentors, Young Leaders, Campus Ambassadors or Sports Leaders are drawn from Year 5 & Year 6; these pupils will be selected as good role models to encourage good behaviour in the playgrounds during break-times.

The Head of Campus (HoC) will be responsible for sharing this strategy with all campus staff and parents and maintaining the rules, rewards and consequences of their campus.

7.6 Consequences

This strategy relies on the Good to be Green displays with individual pupil cards being in every classroom. For every day, every child must begin on a green card.

- If a child fails to keep the rules then they are given a non-verbal warning.
- If they continue to make the wrong choice and the poor behaviour continues then they are given a verbal warning. The adult will use the Thrive VRF's (Vital Relational Functions) to discuss the choices the child is making and how they can improve.
- Then the child is asked to change their card to amber and think about

how they are behaving and consider what they need to do to improve.

- If their behaviour improves then they are allowed to move their card to green, reinforcing the message that they control their own behaviour and make behaviour choices.
- If the poor behaviour instead persists, then the child will be given a period of time to reflect on their behaviour choices and make the necessary changes. This reflection time will be in a designated space in their own classroom. This will be a positive step to behaviour management and children will not routinely be sent out of the room.
- If they do not modify their behaviour they will be asked to change their card to red. Their name will be entered on the weekly behaviour monitoring sheet in the appropriate session square and their parent/carer will be informed.
- If they continue to behave inappropriately in the session and fail to modify their behaviour then a member of the Campus Leadership Team will be asked to speak with the child after the session, aiming to repair the behaviour choices.
- Extreme, violent or aggressive behaviour will evoke an instant red card and may bypass this procedure. However, staff will use Thrive Principles and VRFs to ensure the child is calm and receptive to this sanction.
- For every third Red Card there will be a discussion with the child's parent/carer at home time or a phone call home from the class teacher. (On some campuses, three red cards recorded in a week result in a 30 minute after school detention with a member of the Campus Leadership Team (CLT) and followed up with a conversation between class teacher and the CLT who led the detention. This will be recorded on the weekly behaviour monitoring sheet. The child will also be given a behaviour chart to support them to make the right choices.
- Daily reports will be given to parents and if poor behaviour choices re-occur in a two week period, the HoC will write to the pupil's parents inviting them into campus to discuss the difficulties being experienced. However, parents can be contacted at any time should a HoC have a serious cause for concern. This will be added to the behaviour monitoring sheet.
- In discussion with the parents, the pupil will be placed on a white behaviour plan and other avenues are explored. The behaviour plan will be monitored via Google docs by the Deputy HoC. The information will be shared with key school staff to ensure appropriate monitoring and support is in place.
- The plan will ideally only run for a fortnight with parents involved daily. There will be a formal review of progress towards behaviour targets with parents on the last day of the fortnight when a decision regarding the next step will be made. This may include referral to outside agencies and if this is the case the pupil will have their SEN status changed to K. The decision may involve moving onto an amber plan
- If an amber plan is invoked the procedure will be the same as for the white but the HoC will be included in the Google doc monitoring. If, at the meeting with parents, it is decided that behaviour is not improving significantly then the child will move onto a red plan

- If a red plan is invoked the Google doc monitoring will include the Principal. The Principal will attend the HoC meeting with parents to underline the seriousness of the situation explaining that if the red plan does not work then they may consider the option of a managed move to another campus.
- If the move to another campus fails to improve the child's behaviour then a discussion around fixed-term exclusion will be sought
- In the event of a child's behaviour becoming a danger to other pupils and staff and a fixed-term exclusion is felt to be the next step then this must be dealt with through a referral to the Principal.

Depending upon individual circumstances violent or aggressive behaviour may be dealt with initially through internal exclusions supervised by the HoC, alternatively a period of fixed term exclusion can be sought through the Principal.

The weekly behaviour monitoring sheet will be collected by a member of the Senior Leadership Team (SLT) every Friday afternoon at 1pm. A member of the SLT will check that poor behaviour choices have been followed up with parents according to the correct procedure. Good behaviour must be maintained in other multi-use areas such as ICT suite, main hall or dining hall. Each campus will need to discuss their approach to this. A summary report of the campus behaviour monitoring sheets will be included in the half termly campus report by the HoC.

7.7 Lunchtime behaviour

Lunchtime supervisors can use 'Top Table' as the reward for good behaviour choices, when appropriate. Lunchtime supervisors will decide on a manageable number of pupils to be chosen for the Top Table on a half termly basis (as a minimum).

Lunchtime supervisors can also issue House Points and Light Tokens as a reward for good behaviour choices. On some Campuses the Sports Leaders also issue certificates to reward fair and positive play.

If pupils make the wrong behaviour choices then the lunchtime supervisors will calmly and quietly evoke the following sanctions:

- Pupil's first misdemeanour - three minutes in a designated area. The pupil must be talked to quietly and firmly about what they need to do to improve their behaviour using the Thrive VRF approach.
- Pupil's second misdemeanour - five minutes in a designated area. The pupil receives further support to change their behaviour using the Thrive VRF approach.
- Pupil's third misdemeanour – stay with the senior lunchtime supervisor for three minutes. It is explained to the pupil that they are choosing to behave poorly and can change it at any time. Their names are recorded and a Red Card is issued. The Thrive Practitioner can be used to support the child at this stage.
- If none of the above has the desired effect or if the pupil exhibits extremely violent or aggressive behaviour, the HoC or DHoC must be informed. Any serious behaviour concern will be logged and discussed so appropriate referrals, risk assessments or plans can be put in place.

The pupil will be supported with a lunchtime behaviour plan.

- Lunchtime supervisors will inform the Senior Lunchtime Supervisor or HoC of any poor behaviour choices, before they leave the campus at the end of their shift. This will be logged on the weekly behaviour monitoring sheet and a decision made as to if the incident needs any further action.
- If the pupil continues to make poor choices at lunchtime the HoC will meet with the parent/carer and discuss options. These options may include attendance at a lunchtime Nurture Group, Lunchtime Detention, a Fixed Term Exclusion or escalation to a white behaviour plan.

7.8 Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

- Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- Routines may include activities such as the following:
 - Walking around the classroom
 - Putting chairs under tables before moving away
 - Handing out exercise books and pens/pencils at the beginning of the lesson
 - Writing lesson objectives down (DUMTUM)

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

A visual timetable and routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.

7.9 Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and valued by pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

8. Behaviour off school premises

- 8.1. Pupils at the school must agree to represent the school in a positive manner.
- 8.2. The guidance laid out in the **Pupil Code of Conduct** applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 8.3. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
 - Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a pupil at the school.
- 8.4. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
 - Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could disrupt the orderly running of the school.
- 8.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.
- 8.6. All behaviour may have an underlying cause that needs addressing.
- 8.7. Teachers and support staff will receive regular and ongoing training as part of their development.

9. Monitoring and review

- 9.1. This policy will be reviewed by the Principal and HoCs on an annual basis, who will make any necessary changes and communicate these to all members of staff.
- 9.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.
- 9.3. The next scheduled review date for this policy is October 2021