

# Boughton Monchelsea Primary School

## Behaviour Policy



|                             |            |
|-----------------------------|------------|
| Draft Prepared              | March 2016 |
| Date Agreed                 |            |
| Signed by Headteacher       |            |
| Signed (Chair of Governors) |            |
| Date Policy to be Reviewed  | March 2017 |

**Boughton Monchelsea County Primary School**  
**Whole School Behaviour Policy**

**Purpose and aims**

The aim of our behaviour policy is to maintain at school an ethos which allows each child to learn freely in a secure, stimulating and happy environment. The policy clarifies our expectations and sets out the rewards and sanctions which are followed by all members of staff. At Boughton Monchelsea Primary School we believe that everyone should be included and there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors.

**Our Expectations**

We expect behaviour to be of a high standard and this is communicated to new families through our Home School Agreement. Positive, thoughtful behaviour is expected and will be praised and rewarded wherever possible in order that pupils understand the value of honesty, courtesy and good manners.

The following school rules have been devised in consultation with pupils and staff.

- We are kind and considerate
- We are respectful and honest
- We look after property
- We take pride in ourselves, our work and our school
- We work hard and always try our best

Each class agrees their own class rules at the beginning of the school year and these are displayed prominently in the classroom. A behaviour ladder or rainbow chart in each class is used to record behaviour that exceeds or falls short of expectations. Rewards or sanctions are then applied as appropriate.

Example of behaviour ladder

|                        |
|------------------------|
| Excellent Role Model   |
| Great Job              |
| Ready to Learn         |
| Make Better Choices    |
| In school consequences |
| Parental Contact       |

**Rewards**

We expect all of our children to behave in a friendly and cooperative manner and as such, we will always seek to emphasise the positive with a system of incentives and rewards in place. A House Points system runs across the school and we have a Pupil of the Week in each class

whose name is included in the weekly newsletter. The Boughton Pride trophy is awarded each week to the class which has best demonstrated the following values

- Pride in our appearance
- Pride in our work
- Pride in our learning environment
- Pride in our behaviour

Individual classes may also have their own reward systems and senior leaders may reward exceptional effort and attitude with recognition, such as a letter or postcard posted to the pupil's home address.

The Leadership Team is responsible for monitoring consistency in the use of these rewards. The Headteacher is responsible for evaluating their impact on improving pupil behaviour and progress.

### Sanctions

In order that effective teaching can take place within the school it is important that good behaviour is maintained across the school. Although different strategies may be required for some children, according to their particular needs, we aim to adhere to a consistent set of sanctions in the event of inappropriate behaviour.

| Level | Example of behaviour in class   | Example of behaviour outside class time  | Sanction   |
|-------|---|--|--|
| 1     | Chatting, work avoidance, lack of co-operation, not focusing on work, out of seat, distracting others.                      | Running/ shouting in corridor, lack of consideration to others at playtimes  | A verbal warning from the adult in charge  |
| 2     | Disrupting the learning of others e.g. poking and prodding, taking another's belongings. Thoughtless, hurtful remarks       | Unkind behaviour to others, rough play in the playground   | Break time or 15 minutes of lunchtime missed. Incident recorded in behaviour log in staffroom.   |
| 3     | Making deliberately upsetting remarks to another child, use of inappropriate language, refusal to comply with instructions. | Reacting physically when provoked. Upsetting remarks to another child, use of inappropriate language, refusal to comply with instructions. | Child spends time in another class and/or is referred to Key Stage Leader. Up to 30 minutes of lunchtime play is missed. Incident recorded in behaviour log in staffroom. Parents informed if this behaviour recurs. |
| 4     | Physical violence, verbal aggression and swearing, damaging property, leaving the room without                              | Initiating physical violence, verbal aggression, damaging property, leaving the  | Child is referred to Deputy Headteacher or Headteacher and parents are informed. Teacher/ adult in charge  |

|   |   |  |  |
|---|---|--|--|
|   | permission, repeated refusal to follow instructions. Taking school or others' property without permission.  | supervised area without permission, refusal to obey adults | completes serious behaviour incident form (App 1). More than one playtime/ lunchtime missed Possible internal exclusion. |
| 5 | Physical assault against another pupil or adult. Threatening behaviour against pupil or adult. Racist abuse, sexual misconduct, vandalism, theft, persistent non-compliant behaviour. |  | Refer directly to HT or DHT. Fixed term or permanent exclusion   |

During break times, the staff members on duty are responsible for ensuring that high standards of behaviour are maintained and should position themselves so they are able to observe all children. If a child is behaving in a way which may cause upset or harm to others, they should be sent to stand at the side of the play area in order that they cannot join in the activities. If the incident is more serious a child may be sent to sit in the corridor outside the Staff Room.

### **Movement in and around School**

All movement in and around school should be quiet, safe and purposeful. The majority of the time children should be suitably supervised when moving around the school. When moving around the school, pupils are expected to walk quietly, with respect for other classes and staff. All staff are expected to take responsibility for the safety and behaviour of pupils in their charge throughout the day around the school site and during any transitions between locations until handed over to other designated staff or adults, for instance during assembly or at lunchtimes or at the end of the school day.

### **Lunchtimes**

The Midday Supervisors are responsible for ensuring that the expectations for behaviour are met at lunchtimes. Stickers are awarded for excellent behaviour at lunchtime. Behaviour at level 2 or 3 is dealt with in the playground with the class teacher informed before the start of the afternoon session. Time out of playtime is spent as soon as possible after the incident. Incidents at level 4 or 5 are referred immediately to the Head or Deputy Head.

### **Peer Mediators**

For minor disputes, we have a well-established system of peer mediation in place with pupils from Year 6 trained to help others enjoy harmonious playtimes. Pupils are expected to take up the opportunity to solve problems before they escalate.

### **Improving Behaviour**

It may be appropriate for staff to work with the child and parents to agree a plan to improve behaviour following serious incidents or continuous lower level disruption. Strategies could include

- agreed weekly targets
- regular review meetings with parents to monitor progress against these
- weekly behaviour record with short term goals (App 2)
- support from the Pastoral Lead on an occasional or timetabled basis

## **Bullying**

Any form of bullying (including cyber-bullying) will not be tolerated at Boughton Monchelsea. The school treats all incidents of bullying seriously. Children are made aware in class sessions, assemblies and PSHE lessons that if they feel threatened by another child, they should tell an adult immediately in order that the matter can be dealt with effectively. (See Anti Bullying Policy).

Racial harassment will not be tolerated in any shape or form and any incidents will be recorded and reported back to governors and parents or carers.

The Leadership Team is responsible for monitoring consistency in the use of these sanctions. The Headteacher is responsible for evaluating their impact on improving pupil behaviour and progress.

## **Items banned in school (Dept for Education advice Feb 2014)**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. These include;

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

## **Use of reasonable force:**

The guidance issued by the DfE, 'Use of reasonable force' (July 2013), gives clear advice on the definition of reasonable force and how schools should apply the guidance.

*"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 Headteacher has*

*temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.”*

*“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.”*

## **Exclusion**

In the event of a serious breach of discipline, the Deputy Head Teacher or Head Teacher will be involved at an earlier stage and parents of the child will be notified. If necessary, a child may be issued with a fixed term exclusion, with permanent exclusion being the ultimate action and last resort.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

The school will follow KCC guidelines regarding exclusion.

## **Parents as Partners**

Parents have a vital role in promoting good behaviour in our school, and so effective home-school liaison is important. We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in the school are aware of those concerns, and of the steps which are being taken in response. The class teacher has initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to parents and the relevant key staff (dependent on the type of need) so that strategies can be discussed and agreed before more formal steps are required.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home.
- To support the school in implementing its behaviour policy through positive reinforcement of expectations at home and at school.
- To inform us of any trauma (both physical and emotional) or need which may affect their child's performance or behaviour at school.
- To inform us of their child's ill health and any absences connected with it.

The school will:

- Promote a welcoming and supportive environment that engenders positive behaviour and attitudes.
- Give parents regular constructive and positive comments on their child's work and behaviour.
- Encourage parents to come into school on occasions other than parents' evenings.
- Keep parents informed of school activities and opportunities by newsletters and through the school websites.
- Ensure parents are involved at an early stage when there are any concerns about their child.

Although this policy is written with all children in mind, we understand the need for flexibility and sensitivity when dealing with issues of inappropriate behaviour. Some children find the acquisition of social skills more difficult than others and we try our very best to give each individual the support they require in order that they develop into happy, caring and thoughtful young people with a strong sense of self discipline and a real appreciation of the needs of others.

# Boughton Monchelsea Primary School

## Serious Behaviour Incident Form

|   |   |
|---|---|
| <b>Date:</b>  | <b>Staff member recording incident:</b> |
| <b>Pupils involved</b> (state whether this pupil was victim (V), perpetrator (P) or witness (W) if someone reports something to you): |   |
| <b>Nature of Incident:</b>  |   |
| <b>Description of events</b>  |   |
| <b>Action Taken:</b>  |   |
| <b>Parents Informed by letter/email/phone/in person,</b><br><b>Also Informed</b> _____  |   |



Appendix 2

|                           |   |               |  |
|---------------------------|---|---------------|--|
| <b>Behaviour record</b>   | XXXX  | <b>Signed</b> |  |
| <b>Agreed expectation</b> | To behave in a way that enables X and his/her classmates to focus on their learning |               |  |

|           | <b>Teacher comment and initial</b> |                        |                      |                      | <b>Assembly</b> | <b>X's comment</b> |
|-----------|------------------------------------|------------------------|----------------------|----------------------|-----------------|--------------------|
|           | Lesson 1 9.00 – 10.45              | Lesson 2 10.45 – 12.00 | Lesson 3 1.10 – 2.10 | Lesson 4 2.10 – 3.15 |                 |                    |
| Monday    |                                    |                        |                      |                      |                 |                    |
| Tuesday   |                                    |                        |                      |                      |                 |                    |
| Wednesday |                                    |                        |                      |                      |                 |                    |
| Thursday  |                                    |                        |                      |                      | -               |                    |
| Friday    |                                    |                        |                      |                      |                 |                    |

|                          |  |                    |  |
|--------------------------|--|--------------------|--|
| <b>Date record began</b> |  | <b>Review date</b> |  |
|--------------------------|--|--------------------|--|

